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AUTHOR	Miranda, Consuelo; And Others
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ABSTRACT

This paperbound edition consists of a series of lessons to be used in an English language and conceptual development program for 4 to 5-year-old Spanish-speaking children. The overall goal of the lessons, designed for use with migrant children, is to provide the child with the language and conceptual skills he needs to benefit from a standard school setting. Lessons are built around structured Oral Language Circles and take about 15 minutes each. There are 59 English Circles and 61 Spanish Circles to be used in sequence at a rate of three per day for 8 weeks. The Spanish lessons prepare the child in his first language for the content of English, while at the same time helping him to acquire standard alternates for certain nonstandard features of his own dialect. The volume is divided into four parts. Part One includes a description of the program, answers to common questions, and a general listing of a preschool classroom's permanent equipment. Part Two consists of the lessons. Part Three contains an art materials supplement providing patterns for any art work or demonstration objects not easily obtainable within the school. Part Four is an oral language test of productive English which can be used to gauge a child's progress. (JF)

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A Bilingual Oral Language And Conceptual Development Program For Spanish-Speaking Pre-School Children

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MICHIGAN DEPARTMENT OF EDUCATION AUGUST 1968

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FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

James McClafferty
Project Director

PROGRAM STAFF

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Program Director

Ralph F. Robinett
Consulting Editor

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3800 Packard Road, Ann Arbor, Michigan, 48104 Ph. (313) 971-5313

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Description of the Program

This entire package should be thought of as an ordered sequence of suggestions to teachers. In its production, we have sought to provide the teacher of pre-school Spanish-speaking children with the tools she needs to design a concrete plan of action. The tools--primarily the lessons--are designed by experienced teachers with help from linguists and psychologists.

The structured Oral Language Circles represent the heart of this package. The lessons take approximately 15 minutes each. There are 59 English Circles and 61 Spanish Circles, which, if used in the sequence suggested at a rate of approximately three per day for eight weeks, will provide the child with the language and conceptual skills needed to benefit from a standard school setting. This is the overall goal of the lessons. Specifically, this means teaching the children to understand and discuss basic ideas about size, color, number, time and space, to be able to identify and describe familiar objects and relationships, and to ask questions in standard English.*

A structured portion of an overall program, implemented by a well-organized teacher, contributes to the children becoming free-moving and flexible in their general approach to learning.

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* Standard English for our purposes means speaking in such a way that most educated members of the community attend to what you say rather than how you say it.

Further, certain types of structure must be present if systematic progress is to be made toward crucial linguistic, conceptual, and personal goals. Sidney Trubowitz in A Handbook for Teaching in the Ghetto School, clarifies the issue:

> Structure is the clarification of the relationship between behavior and consequences. Specifically, the term refers to the following:
>
> 1. setting up definite and dependable classroom routines;
> 2. giving at first very specific and limited tasks, which later can be extended and embellished as the child's emotional self-control and educational application increases; and
> 3. remaining consistent and following through on requirements until they are reasonably fulfilled.

The goal of allowing the child to benefit from a standard school setting is also evident from the emphasis of the lessons on teaching him to ask questions. Armed with this skill, he can fill in gaps in his own understanding and make the curriculum fit his particular needs and interests.

The Spanish lessons prepare the child in his first language for the content of the English lessons, while at the same time helping him to acquire standard alternates for certain non-standard features of his own dialect. The Spanish lessons are an integral part of the package and should be taught by a Spanish-speaking person. If it is not possible to teach the Spanish lessons, the conceptual dimension of the English lessons will need substantially more reinforcement and progress through the lessons will be considerably slower.

It is anticipated that the lessons will be used in many different ways, depending upon the past experience of each teacher and the children she works with. Teachers with much experience with 4 to 5-year-old migrant children may want to take advantage of only the suggested sequence of linguistic and conceptual goals, and develop their own activities. Teachers working with younger children may do the same, because the suggested activities may be too difficult for 2-to 3-year-olds. The maturational level of the children will also affect the pace of the lessons and the number of lessons which can be presented in an eight-week program.

Many teachers will choose to utilize the lessons only from time to time, when they see a specific need for a certian type of oral language experience. However, many experienced and inexperienced teachers will adopt the lessons, go through them in order, and utilize the suggested goals to construct additional activities during several parts of the day to reinforce the structured language circles. The experience of the field trial* indicates that children gain considerable skill in speaking and understanding both English and Spanish

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* The lessons were field-tested by more than 40 teachers in Michigan, Ohio, and Colorado during the 1968 Summer Migrant Education Program. This revised package is based upon their experiences and suggestions.

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when this is done.

An oral language test of productive English is included to allow the teacher to determine her progress. Regular use of the test items will sensitize the teacher to the linguistic needs of her children and will allow her to focus the lessons on these needs.

In understanding this program it is important to be aware of the several existing programs that have influenced its development. The Ypsilanti Preschool Curriculum Demonstration Project directed by Dr. David Weikart and interpreted for us by Mrs. Linda Rogers provided an excellent example of a highly structured cognitively oriented program. The Kalamazoo Preschool Program directed by Mrs. Marion Patton demonstrated the compelling benefits of a relatively unstructured approach. The linguistic goals of the lessons and techniques of achieving them are generally borrowed from the FLICS Bilingual Curriculum Development Program directed by Ralph Robinett.

A great debt of gratitude is owed to these programs, but since many changes were made in implementing the ideas they represent, any failures of this program cannot be attributed to them.

Answers to Common Questions

DO I HAVE TO STICK TO THE LESSONS EXACTLY?

No, the lessons are written as a help to the teacher. If some aspect of the lesson is not a help, it should be looked at carefully and modifications considered. The important thing is to keep the goals of the lesson in mind, and if you can achieve that goal in some other way, or if you have some ideas which will reinforce the goal, by all means adapt the lesson.

WHAT ARE THE LINGUISTIC FOCUS ITEMS IN THE LESSONS?

New vocabulary and new linguistic structures appear in the lessons. This might be the new word "block" or the new structure "What's this?" A new structure means the form and arrangement of the words in the sentence or the type of sentence. These are considered the goals of the lessons. When you wish to make changes in the lessons, keep the goals in mind.

WHAT ARE THE CONCEPTUAL FOCUS ITEMS IN THE LESSONS?

Conceptual items are the intellectual skills which are taught in the lessons along with the language items. Children using the lessons not only learn to speak a second language or dialect, but also learn certain skills which are necessary for school success such as:

Spatial Relations: This area is primarily concerned with how the child perceives himself in space, and how the child perceives relationships of objects in space. In this context, the concepts to be developed are:

1. Prepositions concerning position such as in-out, on-off, etc.

2. Body awareness which is concerned with the child's feelings about himself, his naming and having a knowledge about the function of body parts, and his experiencing the body in space.

Temporal Relations: Temporal relations refer to relationships in time. Young children may be able to name certain important periods of the day, but these periods do not progress for the children in any meaningful order. One activity blends into the next; there is no beginning or ending.

With little conception of beginning and ending, and with no special meaning for the progressing time periods, the children have great difficulty planning ahead or remembering the past.

Examples from the lessons:

First, I put my hand on the paper.
Then, I take the crayon.
Last, I draw around my hand.

Classification: Classification refers to grouping items on the basis of one or more common characteristics. In this context, the concepts to be developed are:

1. Descriptive:

    a) Color - objects - beads

Class I	Class II
red beads	blue beads

(size and shape held constant)

    b) Size - objects - beads

Class I	Class II
big beads	little beads

(color and shape held constant)

    c) Shape - objects - beads

Class I	Class II
round beads	square beads

(size and color held constant)

2. Functional - A spoon and a fork go together because they are used for eating.

Seriation: Seriation refers to ordering objects and relationships according to size, quantity, or equality. In this context, the concepts to be developed are:

1. Develop child's ability to seriate sizes; e.g., big block, bigger block, biggest block.

2. Develop child's ability to seriate quantities:

    a) Ordering numbers to 5.

    b) Understanding numbers and number groupings with respect to same, more, less.

Group I	Group II
● ● ●	● ●
(Same size, shape, and color)	(same size, shape, and color)

3. Develop child's ability to seriate relationships:

    a) describing motions as fast or slow.

    b) describing the directions up and down.

IS IT NECESSARY TO HAVE A SPANISH-SPEAKING AIDE?

The lessons are written with the assumption that aides who speak Spanish will be working in the classroom. It is easier for children who speak another language to learn concepts first in their own language. They can transfer the ideas into another language easily, but it takes longer to learn the ideas necessary for school achievement if they must first learn English.

By all means teach the English lessons even if you cannot do the Spanish lessons. But be sure to reinforce the concepts through additional activities.

SHOULD I TEACH THE SPANISH LESSONS IN ENGLISH AFTER TEACHING THEM IN SPANISH?

No. The translations of the Spanish lessons (in English, on the right hand side of those lessons) are only for the understanding of the teacher and the aide, and should not be taught as language lessons. They do not follow the careful linguistic sequence that the English lessons do, and could be very difficult for non-English-speaking students even if the lessons had been taught in Spanish first.

WHEN IS THE BEST TIME DURING THE DAY FOR TEACHING THE LANGUAGE CIRCLES?

Please refer to the Suggested Daily Schedule. We realize that school schedules and individual classroom schedules vary considerably so that any schedule we suggest must be quite flexible. The guide we have provided incorporates the suggestions of many teachers and balances learning, play, and routine periods. It schedules learning periods when children are likely to be fresh. You may wish to lengthen or shorten some of the periods--such as the nap period. Or you may wish to make other modifications--such as using part of the play periods to reinforce linguistic and conceptual skills for small groups of children.

CAN I TEACH THE LESSONS IN SMALLER SEGMENTS THROUGHOUT THE DAY?

Some teachers feel that this is necessary, especially if they have very young children who have a short attention span. It is important to keep the goal of the lesson in mind, and if you can achieve this with a modification, feel free to make the necessary changes.

HOW SHOULD I REVIEW?

This is done to a great extent within the lessons. You will notice that a target feature is listed under the "linguistic focus" heading three times, being underlined only the first time. This means that a feature is systematically dealt with at least three times in the normal course of implementing the lessons.

IF I AM UNABLE TO TEACH A LESSON ONE DAY (FIELD TRIPS, PHYSICALS, ETC.,) WHERE SHOULD I BEGIN THE NEXT DAY?

Don't skip a lesson. Begin with the next lesson, the one you would have done anyway. These lessons are developmental, and if you skip a lesson, you "load" the amount of learning expected in the next lesson.

WHAT EQUIPMENT AND MATERIALS WILL I NEED FOR THESE LESSONS?

Please refer to (1) the Equipment Guide and (2) the Art Materials Supplement for a complete listing. The Equipment Guide gives a general listing of a pre-school classroom's permanent equipment. The Art Materials Supplement provides patterns for any art work or demonstration objects not easily obtainable within the school.

CAN I SUBSTITUTE A PICTURE OF AN OBJECT INSTEAD OF USING THE REAL OBJECT? (OR A REAL OBJECT INSTEAD OF THE PICTURE?)

Since the difference between a 3-dimensional and a 2-dimensional item gets into the conceptual realm of the lessons, it is felt that it is best to stick to the suggestions. However, if you clearly understand what concepts are being taught in the lesson and feel that a picture is acceptable, it probably is.

DO I NEED TO TEACH THE SPANISH LESSONS?

Yes, if you have Spanish-speaking pupils in your room. The Spanish lessons should enable children to learn to speak standard Spanish and to give them conceptual understandings prior to their learning these concepts in English. If for some reason it is impossible to implement the Spanish lessons, you will have to go very slowly with the English lessons.

WHAT IS "NATURAL LANGUAGE" AS IT APPLIES TO THE LESSONS?

Natural language is the way people normally speak, and not an exaggerated or stilted type of speech. Natural language in English uses more contractions and short answers than written language. The lessons are written for children to learn how to speak, as this must precede any reading or writing experience. Therefore, natural speech is used in the oral language lessons.

CAN I USE SPANISH DURING THE ENGLISH LESSONS?

Yes, you may wish to do this especially at first to help the children understand what is expected of them If you continue this, however, the amount of English learned will not be as great as if you use the teaching techniques and modeling patterns of oral language learning.

HOW CAN I MEASURE THE PROGRESS OF MY STUDENTS?

Part III is included for this purpose. Systematic use of the FLICS Primary Oral Language Productive Test is recommended. This should allow you to determine how your children are doing, and help you to focus your teaching on problem areas.

WHAT ARE SOME OF THE COMMON NON-STANDARD ENGLISH FORMS USED BY THE MICHIGAN MIGRANT POPULATION?

Please refer to the List of Typical Standard and Non-Standard English Forms, which is in the FLICS Primary Oral Language Productive Test. This list arranges the test items by grammatical and phonological categories. The item-by-item breakdown for each category provides a convenient way to look at the language problems children in the Michigan Migrant Program are likely to have.

CAN I USE THE SPANISH WORDS THAT THE STUDENTS (AND PERHAPS THE AIDE) ARE USED TO WHEN I FIND THAT THE WORDS IN THE LESSONS ARE NOT FAMILIAR TERMS TO THEM?

No. The lessons are written in "standard Spanish," generally considered to be representative of the Spanish spoken in most Spanish-speaking countries. The pupils and many aides speak a dialect of Spanish which includes many items that are taken from English. In order for their Spanish language ability to be of use, they should be able to use the standard type.

This may be difficult for the aide and perhaps for you to understand. The difference in cultural values and dialects is always a problem. If, for example, the word "troca" is used for truck, instead of "camion," a standard Spanish speaker might make an unwarranted value judgement about the person using the dialect word.

SHOULD I TEACH OTHER ENGLISH WORDS BESIDES THE ONES IN THE LESSONS?

You are probably doing this all day with your students. The common classroom expressions are learned by experience and for this reason are not included in the lessons. As an experienced and inventive teacher, you are developing a program which fits your background and the needs of your students. These lessons are to help you, and it is assumed that you are doing many other interesting things with language learning in your classroom.

CAN I SPLIT UP THE ENGLISH AND SPANISH LESSONS INTO TWO MANUALS, ONE FOR THE AIDE AND ONE FOR MYSELF?

This is possible, but may cause you to lose sight of the sequence of the lessons and the way they are related to each other. See the "Sequence of Language and Conceptual Development." A concept should be introduced in Spanish, and then taught in English. If you wish to divide up the lessons, put the chart somewhere so that you and your aide can be sure you are following the sequence.

SHOULD I TEACH THE SPANISH LESSONS IF I HAVE NO SPANISH-SPEAKING STUDENTS, OR ONLY A COUPLE STUDENTS THAT ARE SPANISH?

If you have no Spanish students in your room, you will probably have no need for the Spanish lessons. Keep in mind that conceptual development occurs first in the Spanish lessons, so you will then have to give more repetition and practice with the concepts in English. If you have only a couple students that are Spanish, you may wish to work with them separately with the Spanish lessons, but always introduce these in the alternating sequence with the English lessons.

SHOULD I TEACH THE SPANISH LESSONS TO THE CHILDREN IN MY CLASSROOM WHO DO NOT SPEAK SPANISH?

If you have only a few students who do not speak Spanish, you may wish to include them in the Spanish Circles. This has been done successfully in the past. There is much action in these lessons, and they can observe and participate in the lessons. You may wish, however, to have these students work at another activity at that time by splitting up the group between yourself and the aide.

IS IT NECESSARY TO START OUT THE LANGUAGE CIRCLE THE SAME WAY EACH TIME?

This is only suggested, and it depends on the situation in your own classroom, and what you feel most comfortable doing. Consistency is suggested in that it is considered likely to "set the mood" for language learning and children know what to expect.

CAN I CHANGE THE CIRCLE FORMATION FOR THE TEACHING OF THE LESSONS?

You may wish to do this for one reason or another. It is felt by some teachers of very young children that they respond better and have better attention during lessons if they sit in chairs at a table. Other teachers find that the very young children are more apt to be quite active and have difficulty staying in chairs. This appears to support the idea that any method the teacher and her students feel comfortable with is the best one to use.

IF I DON'T SPEAK SPANISH HOW CAN I COMMUNICATE WITH THE CHILDREN WITH REGARD TO NORMAL CLASSROOM FUNCTIONS LIKE WASHING AND EATING?

Use gestures whenever possible, along with a clear English phrase used consistently. If there is confusion, have a Spanish-speaking person help.

HOW CAN I TEACH THE LESSONS IF I HAVE A WIDE RANGE OF AGES IN MY CLASSROOM?

These lessons are designed to be used by 4 and 5-year-old children. Some younger children also enjoy participating and can do quite well. Other younger children just want to watch for a few moments and then go off and play, but will stay close enough to listen to the lessons. If you can engage them in a quiet activity during the lessons, there will be a certain amount of listening-learning by children playing nearby.

It may be necessary for you or the aide to take older students into another room or the hallway for their language lessons. This removes the possibility of a two-adult modeling of language structures and you will have to use a great deal of direct imitation when teaching the lessons by yourself.

WHAT IS THE REASON FOR THE ADULT MODELING A LANGUAGE PATTERN FIRST AND THEN HAVING THE STUDENTS REPEAT IT?

If you will pretend for a moment that you were learning a strange language, you will understand that you must hear a phrase before you can produce it. If you hear it in the context of too much other language, you will forget it and not be able to produce it.

CAN I DEVISE NEW WAYS TO TEACH THE LESSON OR TO REPEAT THE USE OF THE VOCABULARY USED IN THE LESSONS?

Yes, of course. Many of the teaching strategies used in FLICS lessons were first observed by our staff members when visiting classrooms in Michigan schools. You will probably discover many exciting techniques of teaching oral language, and if you do, please let us know; much that is in the package was shared with us by experienced teachers.

IF THE CHILDREN ARE UNABLE TO SAY A LONG SENTENCE, CAN I BREAK IT UP AND TEACH EACH PART SEPARATELY?

You may wish to use this or some other method which you devise. Keeping the learning goal in mind, the way in which you reach that goal is your choice, based upon our suggestions and your knowledge of your students.

WHY SHOULD I USE REINFORCEMENT DURING THE LESSONS?

There are a lot of opinions about reinforcement, but generally it is felt that if students feel they are making progress and getting approval for their efforts they will be motivated to keep trying. Children are sensitive to "fake" praise, so don't pretend here. However, don't hide your natural enthusiasm for their correct responses or their efforts to learn.

CAN I USE THE LESSONS DURING OUR PLAY PERIOD INFORMALLY?

Of course. The FLICS lessons are written to teach items which will be useful in the real world of English and Spanish speakers. You may wish to become really creative here, and adapt the language goals to fit new situations, or to make up new activities that use the vocabulary and structures taught in the circles to reinforce their retention.

DO YOU HAVE ANY SUGGESTIONS TO HELP ME IN CREATING MY OWN ORAL LANGUAGE ACTIVITIES?

Only that you might want to apply the same criteria to your activities that we tried to observe in ours.

Each lesson has:

1. A limited structural point -- patterned linguistic structures around which the lesson is built.

2. A limited conceptual point -- activities and materials chosen for their contribution to conceptual development which provide the content for the linguistic practice.

3. Activities which are intellectually honest and worthwhile even for children who do not experience difficulty with the particular language feature being stressed. Homogeneous grouping should therefore not be necessary.

4. A clear relationship to other lessons and provision for minimal increments -- progressing from the known to the unknown, old structures with new vocabulary, old vocabulary with new structures.

5. A controlled vocabulary with referential unity.

6. Provision for demonstration and aided imitation of a new structure before individual production by the student is called for.

7. An emphasis on pupil verbalization.

8. Target features selected on the basis of problems actually experienced by the migrant population.

Sequence of Language and Conceptual Development

	SPANISH	ENGLISH
UNIT ONE	Naming people and objects Using negatives Describing objects by size Using expressions of quantity Using plural	Naming people and objects Using negatives
UNIT TWO	Describing objects by color	Describing objects by size Describing objects by color Using plural
UNIT THREE	Naming parts of the body Describing actions in progress Using expressions of manner Using phrases of place and direction Giving directions	Naming parts of the body Describing actions in progress Using expressions of manner
UNIT FOUR	Using numbers 1 to 5	Using expressions of place and direction Giving directions
UNIT FIVE	Identifying fruit Identifying animals Identifying missing elements Giving basis for grouping	Using numbers 1 to 5 Using expressions of place Giving directions
UNIT SIX	Identifying shapes Identifying groups by function Using sequence signals (receptive)	Using expressions of place Giving directions Using expressions of quantity
UNIT SEVEN	Making comparisons Using sequence signals (productive)	Using sequence signals (first, then, last)
UNIT EIGHT	Identifying right and left Using expressions of distance	Review

Suggested Daily Schedule

The following schedule is given only as a guide. You will notice: (a) learning activities come when children are likely to be fresh; (b) quiet and active periods are intermixed; and (c) adequate time for routine is provided.

MORNING

8:30 Greet children

8:40 Wash hands

8:50 Breakfast

10:00 Language Circle

10:20 Play and Clean-up

11:15 Juice

11:30 Language Circle

11:50 Wash hands

12:00 Lunch

AFTERNOON

1:00 Nap

1:45 Juice

2:00 Language Circle

2:20 Play and Clean-up

3:15 Additional activities if there is time

3:30 Departure

Results of the Field Trial

The lessons were field tested in Michigan, Ohio, and Colorado during the summer of 1968. Most teachers did as we expected and did not follow the activities exactly as they were written. Primarily, the lessons were useful as a teacher training instrument. Teachers who used the lessons carefully for two or three weeks and then began to use only the sequence of language and conceptual goals seemed to expand their repertoire of language teaching skills and have a much more sophisticated idea of what language skills the children brought to the situation.

The teachers were kind in their evaluations of the lessons and indicated that the language and conceptual focus items were appropriate to the population, that the lessons were workable, and that the children made progress. Most of the teachers who initially resented being handed specific lessons eventually appreciated having something complete, and well planned to react to and revise to meet their needs.

A few teachers never used the lessons. This was generally because they had already incorporated many of the ideas into their teaching. This was rare because the teachers involved seldom had any background in the techniques of foreign language teaching. Some teachers, only a few luckily, did not use or like any part of the package.

Teacher comments are interesting, and teacher training and involvement is essential, but changes in pupil behavior are the ultimate criteria. The mobility of the migrant frustrates adequate evaluation even more than it does instruction. However, in one area of Michigan the migrant population stays for a slightly longer period than is generally the case. This is due to preseason recruiting of the workers and the nature of the crop. In this area we were able to set up something resembling an experimental design although it involved only 26 children. We found that, for these centers, utilization of our lessons led to better command of English structures than did a more traditional "free play" type of preschool. What was also interesting is that one of the experimental groups did not differ significantly from the control group with regard to the number of errors made, but only had a lower incidence of non-responding. Evidently use of the lessons encourages the children to talk more, therefore bringing the teacher more in contact with actual language problems. A copy of the full evaluation report is available upon request.

Equipment Guide

The following equipment is used to reinforce the conceptual and linguistic goals in the oral language activities. It is expected that most of the items listed are already available in a reasonably well equipped pre-school classroom.

Large Motor Equipment

ITEM	QUANTITY AND DESCRIPTION	COMMENTS
Unit Blocks	(20) Oblong 1 3/8" x 2 3/4" x 5 1/2" (20) Doublong 1 3/8" x 2 3/4" x 11"	Blocks should be heavy duty and all the same color
Boards for Building	(10) Short Boards - 2 ft. (20) Long Boards - 4 ft.	Boards should be heavy duty and all the same color
Cardboard Building Blocks	(20) Oblong 1 3/8" x 2 3/4" x 5 1/2" (20) Doublong 1 3/8" x 2 3/4" x 11"	Suggested substitute for unit blocks Should all be the same color
Durable Large and Small Trucks	(1) Large Dump Truck 18", 11 lbs. (1) Small Dump Truck 10", 5 lbs.	Preferably the same color
Durable Tractor	(1) 11" Tractor and 15" Trailer, 6 lbs.	
Animals (Rubber)	Assorted farm and domestic animals	Use these 3-dimensional animals before using pictures

Small Motor Equipment

ITEM	QUANTITY AND DESCRIPTION	COMMENTS
Large and Small Dump Trucks	1 set	These different types of trucks are only suggested. Important features of the trucks may be color differences and size differences
Large and Small Toy Trucks	1 set	
Large and Small Cement Trucks	1 set	
Jumbo Wooden Beads	1 can (approximately 100)	Only 20 necessary for lessons
Cubical Counting Blocks	(20) 1 1/4" surfaces	May be used for little blocks when comparing sizes
Large and Small Dolls	(2) Large (2) Small	
Large and Small Plates		These materials may be used in a doll corner. The plates, etc. are real kitchen items which may be purchased at discount stores.
Large and Small Cups		
Large and Small Knives, Forks, Spoons		

FLICS

MICHIGAN MIGRANT EDUCATION PROGRAM

First Revision
August, 1968

A Bilingual Oral Language and Conceptual Development Program for Spanish Speaking Pre-School Children

UNIT I - SPANISH CIRCLE 1

*Enfoque Linguístico -

Ana
+Roberto+.
etc.

*Enfoque Conceptual - Identificación
*Materiales - tarjetas con el nombre de los niños

Al llegar a la sala de clase los niños serán saludados individualmente por la maestra.

M: Buenos días.

La maestra hará su presentación personal al grupo.

M: Buenos días.
Yo soy la (Sra., Srta.) (___).

De igual forma la maestra auxiliar hará su presentación.

MA: Buenos días.
Yo soy la (Sra., Srta.) (___).

Individualmente la maestra se dirigirá a cada uno de los niños para preguntarle su nombre. El niño debe ser estimulado para que conteste la pregunta, diciéndole que la maestra necesita saber su nombre para buscar la tarjetita que le corresponde y prenderla en su ropa.

M: ¿Cómo te llamas?
N: (Roberto).

Por último la maestra prenderá la tarjetita a la ropa de cada niño.

*Linguistic Focus -

Ana
+Roberto+.
etc.

*Conceptual Focus - Identification
*Materials - namecards with the name of each child

The teacher will greet the children individually as they arrive at the classroom.

T: Good morning.

The teacher will introduce herself to the group.

T: Good morning.
I'm (Mrs., Miss) (___).

Then the teacher's aide will do the same.

A: Good morning.
I'm (Mrs., Miss) (___).

The teacher will ask each child his name. The child should be encouraged to answer by telling him the teacher needs to know his name in order to find his card and pin it on him.

T: What is your name?
P: (Roberto).

Then the teacher will pin each child's namecard onto his clothing.

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UNIT I - ENGLISH CIRCLE 1

*Linguistic Focus -

Maria
It's +Robert+.
etc.

*Conceptual Focus -
Identification of People

*Materials -
name tags

Before the lesson begins, the aide cuts out two identical name tags per child and draws a chalk circle on the floor to show where the pupils will sit. One name tag will be pinned to each child and the other tag will be placed on the chalk circle to indicate his circle place. Suggested patterns for name tags accompany the lesson.

The teacher and the aide guide the pupils to the circle and help them sit down. The teacher taps several pupils and softly says their names. She stops behind one child and says his name in a louder voice.

T: /with soft voice/
Maria, John, Carol.
/with loud voice/
Robert.

The teacher takes the last child tapped to the aide and asks, Who's this? The aide answers, It's Robert. After the teacher takes the pupil back to the circle, she quickly follows the same procedure, taking three or four other pupils, one at a time, to the aide. With each pupil, the teacher asks, Who's this?, and the aide answers appropriately.

T: /to aide/
Who's this?
A: It's Robert.

Now, the teacher chooses another pupil and asks the class, Who's this? The teacher and the aide help the class respond, It's Maria.

T: /to class/
Who's this?
A: Digan, It's Maria.
T: Say, It's Maria.
C: /with the above help/
It's Maria.

The activity continues, having the teacher choose each child in the class, one at a time, while the class responds to her question, Who's this?

If some pupils respond with Robert instead of It's Robert, the shortened answer should not be considered wrong. However, the entire sentence response should be encouraged.

UNIT I - SPANISH CIRCLE 2

*Enfoque Linguístico -

Ana
+Este/Esta+ es +Roberto+.
etc.

*Enfoque Conceptual - Identificación
*Materiales - Ninguno

Los niños serán colocados en dos filas. Las filas se colocarán una frente a la otra guardando cierta distancia entre ellas. La maestra tomará un niño de la mano y avanzará con él hacia el grupo opuesto diciendo, Este es (Roberto). Al llegar frente al otro grupo se devolverán caminando hacia atrás y repitiendo la misma oración, pero esta vez le pedirá al grupo al cual el niño pertenece que repita con ella.

M: /mientras camina con el niño cogido de su mano hacia el grupo opuesto/
Este es (Roberto).
G1: /con ayuda de la maestra y mientras se devuelven/
Este es (Roberto).

La maestra auxiliar tomará de la mano un niño del otro grupo repitiendo la acción.

MA: /mientras camina con el niño cogido de su mano hacia el grupo opuesto/
Esta es (Ana).
G2: /con ayuda de la maestra auxiliar mientras se devuelven/
Esta es (Ana).

*Linguistic Focus -

Ana
This is +Roberto+.
etc.

*Conceptual Focus - Identification
*Materials - None

The children will be placed in two lines facing each other, keeping a good distance apart. The teacher will take the hand of a child from one group and will walk with him toward the other group, saying, This is (Roberto). When they arrive face to face with the second group, they will begin walking backwards, returning to the first group. The teacher asks the child's group to repeat the sentence with her as she and the child return.

T: /while walking hand in hand with the child towards the opposite group/
This is (Roberto).
G1: /with the teacher's help as she and the child return/
This is (Roberto).

The aide will take a child from the other group by the hand and repeat the activity.

A: /while walking hand in hand with the child towards the opposite group/
This is (Ana).
G2: /with the aide's help as she and the child return/
This is (Ana).

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UNIT I - SPANISH CIRCLE 3

*Enfoque Linguístico -

El bloque
+La muñeca+.
etc.

Un bloque
+Una muñeca+.
etc.

*Enfoque Conceptual - Identificación
*Materiales - objetos que haya en la sala de clase

Los niños se dividirán en dos grupos y se formarán dos filas, una guiada por la maestra auxiliar y otra por la maestra. Serán llevados a las diferentes partes del edificio de la escuela como baño, oficina del director, enfermería, cocina, salón de actos, piletas para beber agua y gimnacio, para familiarizarlos con ellas. La maestra, por medio de preguntas, tratará de que los niños den los nombres de cada sitio que vean.

M: Este es el baño.
¿Qué es esto?
C: El baño.

Después de recorrido el edificio entrarán a la sala de clase en la misma forma, en dos filas. Los niños serán llevados por las diferentes areas mostrándoles la mayor parte de los objetos y juguetes, como bolas, carros, camiones, muñecas y utensilios de cocina. Cuando la maestra les muestra algún objeto tratará por medio de preguntas, de que los niños den el nombre del objeto que está mostrando.

M: /mostrando un camión/
Esto es un camión.

*Linguistic Focus -

block
The + doll+.
etc.

block
A + doll+.
etc.

*Conceptual Focus - Identification
*Materials - objects in the classroom

The children will separate into two groups, forming two lines, one led by the teacher's aide and the other by the teacher. The children will then be taken to different parts of the school building to familiarize them with their surroundings, e.g. to the restroom, principal's office, nurse's office, kitchen, auditorium, drinking fountain or gymnasium. The teacher, by means of questions, will try to get the children themselves to name each spot they visit.

T: This is the restroom.
What is this?
C: The restroom.

After surveying the building, the children will enter the classroom in the same way as they left, in two lines. The children will now be taken around the room and shown most of the objects and toys which are found there, e.g. balls, cars, trucks, dolls and kitchen utensils. When the teacher shows them something, she will try, again with questions, to get the children to give the name of the object.

T: /showing a truck/
This is a truck.

¿Qué es esto?
N1: Un camión.
M: /mostrando una muñeca/
Esto es una muñeca.
¿Qué es esto?
N2: Una muñeca.
M: /mostrando un carro/
Esto es un carro.
¿Qué es esto?
N3: Un carro.

Si el niño da un nombre para un objeto que no es la palabra más comúnmente usada, la maestra le dirá que ese objeto tiene otro nombre además del que el niño dice y le dirá la palabra que quiere que se use.

M: /mostrando un camión/
¿Qué es esto?
N: Una "troca".
M: Sí, pero le vamos a decir "camión".
Digan, un camión.
C: Un camión.

M: /mostrando un bloque/
¿Qué es esto?
N: Un "bloc".
M: Sí, pero le vamos a decir "bloque".
Digan, "un bloque".
C: Un bloque.

What is this?
P1: A truck.
T: /showing a doll/
This is a doll.
What is this?
P2: A doll.
T: /showing a car/
This is a car.
What is this?
P3: A car.

If a child gives a name for an object other than the standard word most commonly used, the teacher will explain that the object also has another name besides the one the child has given, and she will tell him the word she wants him to use.

T: /showing a truck/
What is this?
P: A "troca".
T: Yes, but we're going to call it a "truck".
Say, "a truck".
C: A truck.

T: /showing a block/
What is this?
P: A "bloc".
T: Yes, but we're going to call it a "block".
Say, "a block".
C: A block.

UNIT I - ENGLISH CIRCLE 2

*Linguistic Focus -

A car.

*Conceptual Focus -
Identification of objects
*Materials -
2 toy cars

After the class forms a circle, the teacher pushes a toy car to a child, calling out the child's name to let him know that the car is coming to him. The aide helps the child push the car back to the teacher. After all pupils have had a turn, the teacher holds up one car, asks what it is and guides the aide and the class to respond to her question. The teacher and the aide help the class answer the question.

T: /holding a car/
What's this?
A: A car.
/to class/
Digan, A car.
T: Say, A car.
C: /with above help/
A car.

The teacher now pushes two cars toward two pupils. The teacher and the aide move behind the two pupils. The aide points to her child's car and asks what it is. After the teacher responds to the question, the aide and the teacher help the class answer the question.

A: What's this?
T: A car.
C: /with teacher and aide's help, following the same procedure as above/
A car.

The teacher points to her child's car and asks the aide to tell what it is. After the aide responds, the teacher and the aide help the class to answer.

T: What's this?
A: A car.
C: /with teacher and aide's help/
A car.

The teacher and the aide continue this activity, pushing cars to two pupils at a time until all pupils have had a turn.

UNIT I - SPANISH CIRCLE 4

*Enfoque Linguístico -

¿Quién tiene el sombrero?

José
+Juan+ lo tiene.
etc.

José
+Rosa,+ toca al niño que tiene
etc.

el sombrero.

¿A quién tocas?

Ana
A +Luis+.
etc.

*Enfoque Conceptual - Identificación
*Materiales - un sombrero

Los niños y la maestra estarán sentados en círculo. La maestra los invitará a jugar con el sombrero para saber si recuerdan los nombres de los demás niños. Colocando un sombrero en la cabeza de un niño hará la pregunta. La maestra y la auxiliar ayudarán a los niños para lograr respuestas, si es necesario.

M: /colocando el sombrero a un niño/
¿Quién tiene el sombrero?
C: (Juan) lo tiene.

La maestra repite lo anterior con varios niños. Luego invita a un niño para que escoja un compañero, le coloque el sombrero y haga la pregunta a la clase. La maestra ayudará al niño y si es necesario repetirá la pregunta con él.

*Linguistic Focus -

Who has the sombrero?

José
+Juan+ has it.
etc.

José
+Rosa,+ touch the child who
etc.

has the sombrero.

Who are you touching?

Ana
+Luis+.
etc.

*Conceptual Focus - Identification
*Materials - a sombrero

The children and the teacher will sit in a circle. The teacher tries to test the children's memory of their classmates' names by inviting them to play with a sombrero, the teacher placing it on the head of one pupil and questioning the others. The teacher and aide will help the children answer if necessary.

T: /placing the sombrero on a child's head/
Who has the sombrero?
C: (Juan) has it.

The teacher repeats the above activity with various children. Then she invites a child to choose a classmate, place the sombrero on his head and question the class. The teacher will help him, repeating the question with him if necessary.

N1: /colocando el sombrero a otro/ ¿Quién tiene el sombrero? C: (José) lo tiene.	P1: /placing the sombrero on another pupil's head/ Who has the sombrero? C: (José) has it.
El niño que tiene el sombrero se lo colocará a otro y hará la pregunta. Esto se repetirá hasta que el mayor número posible de niños haya participado.	The child who has the sombrero will now place it on another classmate and ask the question. The activity should be repeated several times so as many children as possible may participate.
N2: /colocando el sombrero a otro/ ¿Quién tiene el sombrero? C: (Rosa) lo tiene.	P2: /placing the sombrero on another child's head/ Who has the sombrero? C: (Rosa) has it.
Por último la maestra pedirá a un niño que toque al compañerito que tiene el sombrero para tratar de que recuerden los nombres.	Finally, the teacher asks the children to recall the names of their classmates by touching the child who has the sombrero on.
M: (Ana), toca al niño que tiene el sombrero. ¿A quién tocas? N: A (Luis).	T: (Ana), touch the child who has the sombrero. Who are you touching? P: (Luis).
El diálogo se repetirá cuando varios niños tomen el lugar de la maestra dando las indicaciones y haciendo las preguntas.	The dialogue will be repeated when various children take the teacher's place giving the directives and asking the questions.
N1: (José), toca al niño que tiene el sombrero. N2: ¿A quién tocas? N3: A (Juan).	P1: (José), touch the child who has the sombrero. P2: Who are you touching? P3: (Juan).

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UNIT I - SPANISH CIRCLE 5

*Enfoque Linguístico -

$$\text{Es } +\genfrac{}{}{0pt}{}{\text{grande}}{\text{pequeño}}+.$$

*Enfoque Conceptual - Gradación, Clasificación

*Materiales - platos, carros, camiones, bloques, etc. en tamaños grande y pequeño.

Se dará oportunidad a los niños de observar varios objetos como platos, carros, camiones, bloques, etc. en dos tamaños diferentes. La maestra mostrará dos de los objetos repitiendo la oración correspondiente para dejar claro el concepto de tamaño.

M: /mostrando un plato grande/
Este plato es grande.
/mostrando un plato pequeño/
Este plato no es grande.
Es pequeño.

Así se procederá con los otros objetos.

M: /mostrando un camión grande/
Este camión es grande.
/mostrando un camión pequeño/
Este camión no es grande.
Es pequeño.

Se repartirá a cada niño dos objetos iguales pero de distinto tamaño. Los niños serán invitados a colocar los objetos grandes en una caja y los pequeños en otra. Los niños irán por turnos. La maestra le preguntará al niño por el tamaño del objeto que va

*Linguistic Focus -

$$\text{It's } +\genfrac{}{}{0pt}{}{\text{big}}{\text{little}}+.$$

*Conceptual Focus - Seriation, Classification

*Materials - big and little plates, cars, trucks, blocks, etc.

The children will be given the opportunity to observe several objects, each of which is represented in two different sizes, e.g. plates, cars, trucks, blocks, etc. The teacher will display two like objects, repeating the corresponding sentence to clarify the concept of size.

T: /showing a big plate/
This plate is big.
/showing a little plate/
This plate is not big.
It's little.

The teacher proceeds with the other objects.

T: /showing a big truck/
This truck is big.
/showing a little truck/
This truck is not big.
It's little.

Each child will be given two like objects, but of two different sizes. Then the children will be encouraged to take turns placing the big objects in one box and the little objects in another box, the teacher asking each child the size of the ob-

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	a colocar en la caja.		ject which he is going to place in the box.
M:	Ese carro es grande.	T:	That car is big.
	¿De qué tamaño es ese carro?		What size is that car?
N1:	Es grande.	P1:	It's big.
M:	Ese carro es pequeño.	T:	That car is little.
	¿De qué tamaño es ese carro?		What size is that car?
N2:	Es pequeño.	P2:	It's little.

UNIT I - ENGLISH CIRCLE 3

*Linguistic Focus -

It's a +car/truck+.

*Conceptual Focus -
Identification of objects
*Materials -
1 car and 1 truck with strings attached, 3 trucks and 3 cars without string

---

The aide pulls a car around the inside of the pupils' circle, asking the teacher and the class what the toy is. After the teacher identifies the toy, the aide and the teacher help the class say the toy's name.

A: /pulling car around the circle/
What's this?
T: It's a car.
C: /with teacher and aide's help/
It's a car.

The teacher calls out a child's name and helps him pull a truck around the circle while she asks the aide and the class to say the name of the toy that she is pulling. After the aide tells what the toy is, the teacher and the aide guide the class to also say the toy's name.

T: /helping the child pull a truck/
What's this?
A: It's a truck.
C: /with teacher and aide's help/
It's a truck.

The teacher and the aide continue this activity, having the aide and the teacher take turns helping pupils pull the car or the truck around the circle. Follow the first activity pattern above for the aide's turn and the second activity pattern above for the teacher's turn.

Now, the teacher sits in a chair and covers her eyes while the aide approaches the teacher with a line of three or four pupils, each holding one truck or one car behind his back. The aide helps the first pupil put his car in the teacher's lap. The teacher touches the vehicle and asks the pupil, What's this? The pupil responds appropriately with the aide's help. The teacher opens her eyes and confirms the pupil's answer, saying appropriately, It is a car, stressing the is.

T: /touching car and to P1/
What's this?
P1: /with aide's help/
It's a car.
T: /opening her eyes/
It is a car.

After each of the pupils in the line has had a turn and returned to the circle, the activity continues with other pupils in a new line until all pupils have had a turn.

If some pupils respond, A truck, instead of, It's a truck, the shortened answer should not be considered wrong. However, the entire sentence response should be encouraged in all of the lessons. Perhaps, this lesson could be repeated one more time before moving on to Circle 4, giving the class more practice with the lengthened response.

UNIT I - SPANISH CIRCLE 6

*Enfoque Linguístico -

 Sí.   Todos   grandes
+No. + No todos+ son +pequeños+.

Algunos son +grandes
             pequeños+.

¿Cuál tocaste?

 La grande
+La pequeña+.

*Enfoque Conceptual - Clasificación, Gradación

*Materiales - carros, camiones, muñecas, bloques, etc. en tamaños grande y pequeño

*Linguistic Focus -

 Yes.   All
+No. + Not all+ of them are

 big
+little+.

Some of them are +big
                  little+.

Which one did you touch?

The +big one
     little one+.

*Conceptual Focus - Classification, Seriation

*Materials - big and little cars, trucks, dolls, blocks, etc.

La maestra colocará en una mesa varios carros del mismo tamaño. Invitará a los niños a observarlos. Luego los interrogará colectiva e individualmente sobre el tamaño de los carros. La maestra hará lo posible por obtener una respuesta completa.

M: /señalando los carros grandes/
Todos estos carros son grandes.
¿Son todos estos carros grandes?
C: Sí. Todos son grandes.
M: ¿Son todos estos carros grandes?
N1: Sí. Todos son grandes.

Después la maestra colocará sobre la mesa un grupo de carros de dos tamaños distintos y hará la misma pregunta. Cuando la respuesta es negativa, preguntará

The teacher will place various cars of the same size on a table asking the children to look at them. Then she questions first the class and then individuals about the size of the cars, encouraging the students to give a complete response.

T: /pointing to the big cars/
These cars are all big.
Are all of these cars big?
C: Yes. All of them are big.
T: Are all of these cars big?
P1: Yes. All of them are big.

Then the teacher places several cars of both sizes on the table and questions the class again. When the answer is negative she will ask the class why.

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por qué.

M: /señalando los carros/
No todos estos carros son grandes.
¿Son todos estos carros grandes?
C: No. No todos son grandes.
M: ¿Por qué?
C: /con ayuda de la maestra/
Algunos son pequeños.

Así se procederá con otros objetos como camiones, bloques y muñecas teniendo el cuidado de mostrar sólo una clase de juguetes al mismo tiempo como se hizo en la primera actividad.

M: /señalando un grupo de bloques de distinto tamaño/
No todos estos bloques son pequeños.
¿Son todos estos bloques pequeños?
N1: No. No todos son pequeños.
M: ¿Por qué?
N1: Algunos son grandes.

Por último la maestra pedirá a un niño que toque un objeto de determinado tamaño e invitará a otro niño para que pregunte cuál tocó.

M: (Ana), toca una muñeca pequeña.
P1: ¿Cuál tocaste?
P2: La pequeña.

T: /pointing to the cars/
Not all of these cars are big.
Are all of these cars big?
C: No. Not all of them are big.
T: Why not?
C: /with teacher's help/
Some of them are little.

The teacher continues in the same manner with other objects such as trucks, blocks or dolls, showing only one type of toy at one time as in the first activity.

T: /pointing to a group of blocks of a different size/
Not all of these blocks are little.
Are all of these blocks little?
P1: No. Not all of them are little.
T: Why not?
P1: Some of them are big.

Finally, the teacher will ask a pupil to touch one object of a determined size and ask another child to ask the question of the first.

T: (Ana), touch a little doll.
P1: Which one did you touch?
P2: The little one.

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UNIT I - ENGLISH CIRCLE 4

*Linguistic Focus -

No. It's not a car.

It's a truck.

*Conceptual Focus -
Identification of objects,
Pre-classification

*Materials -
a paper bag containing small
trucks and cars

The teacher walks around the pupils' circle shaking a paper bag containing small trucks and cars to stimulate interest. She slowly reaches inside the bag and quickly brings out a car, asking the aide and the class to say what she has taken out of the bag. After the aide responds, the class is helped by both the teacher and the aide to say the name of the teacher's toy.

T: /pulling car out of bag/
What's this?
A: It's a car.
C: /with teacher and aide's help if necessary/
It's a car.

The aide now pulls a truck out of the bag, asking the teacher and class, Is this a car? After the teacher responds, No. It's not a car, the aide and teacher help the class repeat the teacher's response.

A: /holding a truck/
Is this a car?
T: /shaking head/
No. It's not a car.
C: /with teacher and aide's help/
No. It's not a car.

Holding the same truck, the aide asks again, Is this a car? This time the teacher responds, No. It's not a car. It's a truck. The aide and teacher then help the class repeat the teacher's response, modeling each of the two sentences separately if the class has difficulty.

A: /holding same truck/
Is this a car?
T: /shaking head/
No. It's not a car.
It's a truck.
C: /with teacher and aide's help, modeling each of the two sentences separately if the class has difficulty/
No. It's not a car.
It's a truck.

The teacher and the aide continue this activity, letting pupils pull out the trucks and cars while the teacher asks the appropriate question and the aide and teacher guide the class to say the negative and affirmative statements.

Now, the teacher and aide give a truck or a car to each pupil. The aide taps one pupil at a time to push his vehicle to the teacher. As the teacher receives each car or truck, she identifies it and asks the class to identify it.

T: /receiving car/

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This is a car.
What's this?
C: /with aide's help/
if necessary/
It's a car.
T: /receiving truck/
This is a truck
What's this?
C: /with aide's help
if necessary/
It's a truck.

After the teacher has received all of the vehicles, she separates the cars from the trucks. While pointing to the group of cars, she says, *All of those are cars.* While pointing to the group of trucks she says, *All of those are trucks.*

T: /pointing to group of
cars/
All of those are cars.
/pointing to group of
trucks/
All of those are trucks.

UNIT I - SPANISH CIRCLE 7

***Enfoque Linguístico -**

 Sí.   todos   grandes
+No. +No todos+ son +pequeños+.

                carro
¿Por qué este +bloque+ va en
                etc.

      caja
esa +torre+?

          es   pequeño
Porque + son + grandes+.

***Enfoque Conceptual** - Gradación, Clasificación
***Materiales** - bloques, carros y camiones

La maestra tendrá bloques, carros y camiones sobre una mesa. De cada juguete deberá tener grandes y pequeños. La maestra invitará a los niños a clasificar los juguetes de acuerdo con la clase y el tamaño. A medida que los van clasificando, la maestra preguntará a la clase por qué los agrupan en la forma que lo hicieron. La auxiliar ayudará con las respuestas si es necesario.

M: /señalando los camiones grandes/
Estos camiones van juntos porque son grandes.
¿Por qué estos camiones van juntos?
C: Porque son grandes.
M: /señalando los camiones pequeños/
Estos camiones van juntos porque son pequeños.

***Linguistic Focus -**

 Yes.   All
+No. +Not all+ of them are

 big
+little+.

                    car
Why does this +block+ go in
                    etc.

       box
that +tower+?

          they're   big
Because + it's   + little+.

***Conceptual Focus** - Seriation, Classification
***Materials** - blocks, cars and trucks

The teacher will have placed blocks, cars and trucks on the table. Each type of toy should be represented in two sizes, big and little. The teacher will ask the children to classify the toys according to type and size while she asks the class the reason they are grouping the toys in that way. The aide helps them answer if necessary.

T: /pointing to the big trucks/
These trucks go together because they're big.
Why do these trucks go together?
C: Because they're big.
T: /pointing to the little trucks/
These trucks go together because they're little.

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¿Por qué estos camiones van juntos?
C: Porque son pequeños.

Después de que los niños hayan clasificado todos los bloques, carros y camiones, serán invitados a guardarlos en cajas diferentes. La maestra controlará que se coloquen todos los juguetes en la misma clase y tamaño en una misma caja. A medida que los niños van por turnos a colocar los objetos en las cajas, la maestra los interrogará.

M: ¿Por qué este carro va en esa caja?
N1: Porque es grande.

Una vez colocados en las cajas la maestra volverá a interrogar a los niños.

M: /señalando un grupo de bloques grandes/
¿Son todos estos bloques grandes?
C: Sí. Todos son grandes.

La maestra invitará entonces a algunos niños a que hagan una torre de bloques grandes y otra de bloques pequeños. Antes de colocar el bloque, cada niño deberá preguntar a la clase por qué lo coloca en la torre correspondiente. La maestra ayudará al niño a hacer la pregunta, repitiéndola con él si es necesario.

N1: /mostrando un bloque/
¿Por qué este bloque va en esa torre?
C: Porque es grande.

Why do these trucks go together?
C: Because they're little.

After the children have classified all the blocks, cars and trucks, they will be asked to put them away into different boxes. The teacher will ensure that all the toys of the same type and size are placed in the same box. While the children take turns placing the objects in the boxes, the teacher questions them.

T: Why does this car go in that box?
P1: Because it's big.

When all the toys are in place in the boxes, the teacher again questions the children.

T: /pointing to a set of big blocks/
Are all these blocks big?
C: Yes. All of them are big.

The teacher will then ask some of the children to build a tower of big blocks and another of little blocks. Before placing each block on a tower, the child should ask the class why this block belongs to a particular tower. The teacher will help the child with the question, repeating it with him if necessary.

P1: /showing a block/
Why does this block go on that tower?
C: Because it's big.

UNIT I - ENGLISH CIRCLE 5

*Linguistic Focus -

Yes. It's a +doll / block+.

No. It's not a +doll / block+.

*Conceptual Focus -
Identification of objects

*Materials -
several large and small blocks and a doll

The aide builds a tall column of large and small blocks in the middle of the circle area, removes the top block and asks the teacher and the class to identify what she has. After the teacher responds to the question, the aide and the teacher help the class repeat the teacher's response.

A: /holding top block/
What's this?
T: It's a block.
C: /with teacher and aide's help/
It's a block.

The teacher and the aide continue the activity, letting pupils remove the blocks from the column. The procedure is the same as above except that the aide touches the child's block instead of holding it herself.

When all of the blocks have been removed, the teacher holds a doll up and asks the aide and class, Is this a block? After the aide models the appropriate response, the teacher and the aide help the class repeat the aide's response, modeling each of the two sentences separately if the class has difficulty.

T: /holding up a doll/
Is this a block?
A: /shaking head/
No. It's not a block.
It's a doll.
C: /with teacher and aide's help, modeling each of the two sentences separately if the class has difficulty/
No. It's not a block.
It's a doll.

Holding the same doll, the teacher asks, Is this a doll?, and the aide models the appropriate response. The teacher and the aide help the class repeat the aide's response.

T: /holding same doll up/
Is this a doll?
A: /shaking head/
Yes. It's a doll.
C: /with teacher and aide's help/
Yes. It's a doll.

If time remains, the teacher and the aide repeat both the block column activity and the doll activity.

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UNIT I - ENGLISH CIRCLE 6

*Linguistic Focus -

What's this?

truck
It's a +block+.
etc.

*Conceptual Focus -
Identification of objects

*Materials -
several dolls, trucks, cars, blocks

The teacher and the aide divide the circle of pupils in half, forming two lines of seated pupils. The aide gives each of her pupils one toy, such as a car, a doll, a block or a truck. She has a block of her own which she puts on the floor in front of her line of pupils. She guides her group to point to her block and ask the teacher's group what it is. The teacher guides her group to respond that it's a block.

A: /touching her block/
What's this?
AsG: /pointing to aide's block and with aide's help/
What's this?
T: /pointing to aide's block/
It's a block.
TsG: /pointing to aide's block and with teacher's help/
It's a block.

Now, the aide helps one of her more eager pupils who is holding a car to ask the teacher's group, What's this? The teacher's group responds appropriately.

P1: /with aide's help and pointing to car/
What's this?
TsG: /pointing to P1's toy and with teacher's help/
It's a car.

After each of the aide's pupils has had a turn to ask, What's this? in reference to his own toy, each pupil in the teacher's group may follow the same question procedure with the teacher's help. The aide then helps her group answer the questions appropriately.

UNIT I - SPANISH CIRCLE 8

*Enfoque Linguístico -

Es +grande
pequeño+.

+Los grandes
Los pequeños+.

Rosa
+Juan+ los tiene.
etc.

carros
¿Cuáles +camiones+ tiene
etc.

Ana
+Luis+?
etc.

las muñecas
¿Quién tiene +los bloques+
etc.

+grandes
pequeñas+?

*Enfoque Conceptual - Clasificación, Gradación
*Materiales - carros, camiones, bloques y muñecas en dos tamaños

*Linguistic Focus -

It's +big
little+.

The +big ones
little ones+.

Rosa
+Juan+ has them.
etc.

cars Ana
Which +trucks+ does +Luis+ have?
etc. etc.

dolls
Who has the +big
little + blocks+?
etc.

*Conceptual Focus - Classification, Seriation
*Materials - cars, trucks, blocks and dolls, each represented in two sizes

---

La maestra mostrará a los niños una bolsa en donde trae diferentes objetos en dos tamaños, como camiones, carros, bloques y muñecas. La maestra preguntará si los niños quieren ver los objetos y para crear interés comenzará a mostrarlos de uno en uno.

The teacher will show the children a bag which contains the different objects to be used, trucks, cars, blocks and dolls, each represented in two sizes. To create interest, she asks the children if they want to see the objects and then begins to show the objects one by one.

M: /mostrando un carro grande/ Este carro es grande. ¿Cómo es este carro?
C: Es grande.
M: /mostrando un carro pequeño/ Este carro es pequeño. ¿Cómo es este carro?
C: Es pequeño.
M: /mostrando un bloque grande/ Este bloque es grande. ¿Cómo es este bloque?
C: Es grande.
M: /mostrando un bloque pequeño/ Este bloque es pequeño. ¿Cómo es este bloque?
C: Es pequeño.

La maestra irá entregando los objetos a diferentes niños de tal manera que un niño tenga todos los carros grandes. Otro, todos los bloques pequeños, etc. Diridiéndose a la clase hará preguntas.

M: ¿Cuáles carros tiene (Ana)?
C: Los grandes.
M: ¿Quién tiene los camiones pequeños?
C: (Juan) los tiene.

La maestra entonces pedirá a los niños que den a otro compañero lo que tienen.

M: (Ana), dale los carros grandes a (José).

Cuando los objetos hayan cambiado de mano la maestra invitará a varios niños para que hagan las preguntas mientras la clase responde.

N1: ¿Cuáles carros tiene (Luis)?
C: Los pequeños.
N2: ¿Quién tiene las muñecas grandes?
C: (Rosa) las tiene.

T: /showing a big car/ This car is big. What size is this car?
C: It's big.
T: /showing a little car/ This car is little. What size is this car?
C: It's little.
T: /showing a big block/ This block is big. What size is this block?
C: It's big.
T: /showing a little block/ This block is little. What size is this block?
C: It's little.

The teacher hands out the objects to different children until one child has all the big cars, another all the little blocks, etc. She then begins to question the class.

T: Which cars does (Ana) have?
C: The big ones.
T: Who has the little trucks?
C: (Juan) has them.

The teacher will then ask the children to each give their objects to a classmate.

T: (Ana), give the big cars to (José).

After the objects have changed hands, the teacher will encourage several children to ask the questions while the class answers.

P1: Which cars does (Luis) have?
C: The little ones.
P2: Who has the big dolls?
C: (Rosa) has them.

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UNIT I - ENGLISH CIRCLE 7

*Linguistic Focus -

What's your name?

Maria
*Robert+.
etc.

*Conceptual Focus -
Identification of people
*Materials -
None

The teacher and the aide divide the pupils' circle in half, forming two lines of seated pupils. The teacher and the aide stand between the two lines, introduce themselves to each other and return to their groups.

T: /looking at aide/
What's your name?
A: Miss Smith.
What's your name?
T: Miss Jones.

The teacher and the aide each choose a partner from their own group and return to the middle area. The teacher asks the aide's partner what his name is, and the aide helps him respond. The aide asks the teacher's partner what his name is, and the teacher helps him respond.

T: /looking at aide's partner/
What's your name?
P1: /with aide's help/
Robert.
A: /looking at teacher's partner/
What's your name?
P2: /with teacher's help/
Maria.

The teacher and the aide take their partners back to the lines and choose two new partners. Continue the activity until all pupils have had a turn.

Now, the aide chooses one pupil from her line to stand beside her. The teacher tells her line to ask the aide's partner, What's your name? The aide helps her partner and the group respond.

A: Digan, What's your name?
T: Say, what's your name?
T&G: /with teacher's help/
What's your name?
P1: /with aide's help/
Robert.

The activity continues, having the class ask each pupil, What's your name? The teacher continues to help the class ask the questions, and the aide continues to help each individual respond.

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UNIT II - ENGLISH CIRCLE 8

*Linguistic Focus -

No. Yes.

It's + big / little +.

*Conceptual Focus -
Seriation

*Materials -
big and little cars, trucks, blocks, and dolls

After the pupils' circle is formed the teacher holds two big dolls and two little dolls in her lap. She first holds up one of the big dolls and says, This doll is big. Holding up the other big doll she asks, Is this doll big? After the aide responds, Yes. It's big, she and the teacher tell the class to say, Yes. It's big. The teacher holds up one of the little dolls and says, This doll is little. Holding up the other little doll, she asks, Is this doll little? After the aide responds appropriately, she helps the class repeat her response.

T: /holding up one big doll/
This doll is big.
/holding up other big doll/
Is this doll big?
A: /nodding head/
Yes. It's big.
/to class/
Digan, Yes. It's big.
T: Say, Yes. It's big.
C: /with aide's help/
Yes. It's big.
T: /holding up one little doll/
This doll is little.
/holding up other little doll/
Is this doll little?
A: /nodding her head/
Yes. It's little.
C: /with aide's help as above/
Yes. It's little.

The aide holds up one big block and one little block which are the same color and shape, emphasizing the size difference. Pointing to the big block, the aide asks whether it is big or little. The teacher models the response and guides the class to respond.

A: /holding up a big block/
Is this block big or little?
T: It's big.
C: /with teacher's help as before/
It's big.

The aide then holds up the little block, asking whether it is big or little. The teacher models the response and guides the class to respond.

A: /holding up a little block/
Is this block big or little?
T: It's little.
C: /with teacher's help/
It's little.

The aide and the teacher continue eliciting, It's big and It's little, in the responses from the class, groups and individuals, using sets of big and little blocks.

Now, the teacher shows a big car and a little car at the same time. Pointing to the big one, she says, *Is this car little?* The aide answers, *No,* and then helps the class respond, *No.* Pointing to the same big car, the teacher says, *Is this car big?* The aide responds, *Yes,* and then helps the class respond, *Yes.*

T: /pointing to a big car/
Is this car little?
A: /shaking head/
No.
C: /with aide's help/
No.
T: /pointing to the same car/
Is this car big?
A: /nodding head/
Yes.
C: /with aide's help/
Yes.

The Yes-No activity continues using big and little cars, trucks and blocks.

UNIT II - SPANISH CIRCLE 9

*Enfoque Linguístico -

 Sí.   Son
+No. +No son+ del mismo color.

      carro   rojo
Este +lápiz+ es +blanco+.
      etc.   azul

        rojo
Esto es +blanco+.
        azul

*Enfoque Conceptual - Clasificación

*Materiales - tiras de papel blancas, azules y rojas; objetos que hay en la sala de clase

*Linguistic Focus -

 Yes.   They're
+No. +They're not+ the same color.

      car   red
This +pencil+ is +white+.
      etc.   blue

        red
This is +white+.
        blue

*Conceptual Focus - Classification

*Materials - strips of white, blue and red paper; objects in the classroom

---

La maestra mostrará dos carros rojos interrogando a los niños sobre su parecido.

M: Estos carros son del mismo color.
¿Son estos carros del mismo color?
C: Sí. Son del mismo color.

Mostrando entonces un carro azul y otro rojo, la maestra interrogará a los niños sobre su diferencia.

M: Estos carros no son del mismo color.
¿Son estos carros del mismo color?
C: No. No son del mismo color.

Del mismo modo interrogará a los niños mostrando un carro blanco y otro azul.

The teacher will show two red cars, questioning the children about their similarity of color.

T: These cars are the same color.
Are these cars the same color?
C: Yes. They're the same color.

Then showing one blue car and one red one, the teacher will ask the class about their difference in color.

T: These cars are not the same color.
Are these cars the same color?
C: No. They're not the same color.

She again questions them, this time about a white car and a blue one.

M: ¿Son estos carros del mismo color?
C: No. No son del mismo color.

Los niños se colocarán en fila y comenzarán a caminar por la sala de clase. La maestra irá señalando diferentes objetos como carros, camiones, lápices o libros en los colores rojo, azul y blanco, diciendo la oración correspondiente. La maestra auxiliar irá repitiendo las oraciones después de la maestra. Los niños serán invitados a repetir con ella.

M: /señalando un carro rojo/
Este carro es rojo.
C: /con ayuda de la maestra auxiliar/
Este carro es rojo.

Los niños serán invitados a colocarse en un círculo y se les dará a cada uno tres tiras de papel, una roja, una azul y una blanca. La maestra mostrará un objeto al grupo indicando su color. Los niños mostrarán la tira de papel correspondiente al color del objeto mostrado. Los niños irán repitiendo la oración pero refiriéndose a la tira de papel.

M: /mostrando un objeto azul/
Esto es azul.
C: /mostrando la tira azul/
Esto es azul.
M: /mostrando un objeto blanco/
Esto es blanco.
C: /mostrando la tira blanca/
Esto es blanco.
M: /mostrando un objeto rojo/
Esto es rojo.
C: /mostrando la tira roja/
Esto es rojo.

La maestra colocará en distintos lugares de la clase objetos como carros, camiones o pedazos de

T: Are these cars the same color?
C: No. They're not the same color.

The children will line up and begin to walk around the classroom. The teacher points to different objects such as cars, trucks, pencils or books which are red, blue or white in color, repeating the sentence corresponding to each color. The aide repeats the statements after the teacher. The children will be encouraged to repeat with the aide.

T: /pointing to a red car/
This car is red.
C: /with the aide's help/
This car is red.

The children will be asked to form a circle and each child will be given three strips of paper, one red, one blue and one white. The teacher shows an object to the group, stating its color, and the children show the strip of paper corresponding to the color of the object. The children will repeat the statement in reference to the color of the strip of paper.

T: /showing a blue object/
This is blue.
C: /showing the blue strip/
This is blue.
T: /showing a white object/
This is white.
C: /showing the white strip/
This is white.
T: /showing a red object/
This is red.
C: /showing the red strip/
This is red.

The teacher will place in different places in the classroom several objects such as cars, papel entre los que haya de color rojo, azul y blanco. Algunos alumnos serân invitados para que caminen alrededor del aula e indiquen el color de los objetos.

N1: /tocando un objeto azul/
Esto es azul.
/tocando un objeto rojo/
Esto es rojo.
N2: /tocando un objeto blanco/
Esto es blanco.

trucks or pieces of paper in the colors red, blue and white. Various pupils will be asked to walk around the classroom and state the color of each object.

P1: /touching a blue object/
This is blue.
/touching a red object/
This is red.
P2: /touching a white object/
This is white.

UNIT II - ENGLISH CIRCLE 9

*Linguistic Focus -

That car is + big / little +.

They're the same.

*Conceptual Focus -
Seriation, Classification

*Materials -
big and little cars, trucks and blocks
Note: each set of toys should be the same color and shape.

After the pupils have formed a circle, there is a quick identification of objects. The teacher helps a pupil hold up, one at a time, a car, a truck and a block and asks, What's this? The aide and teacher help the class respond if help is needed, using the procedure modeled previously.

T: /pointing to car that pupil is holding up/ What's this?
A: /helping if necessary/ Digan, It's a car.
T: Say, It's a car.
C: It's a car.

The teacher helps a pupil put a big truck, a little truck, a big car and a little car in the center of the circle, leaving large spaces between the toys. She points to the big car and says that it is big. The aide guides the class to point to the big car and repeat the teacher's statement. The teacher and aide continue this activity until the four toys have been appropriately described as being big or little.

T: /pointing to the big car/ That car is big.
C: /with aide's help/ That car is big.

Now, the teacher and one pupil put big and little cars, trucks, and blocks in one pile in the center of the circle. The teacher tells two pupils to each take a big car. While they each hold a big car, the teacher says that each car is big and that they are the same. The aide helps the pupils respond to the teacher's directives and statements.

T: /to 2 pupils/ Take a big car.
A: Coje un carro grande.
T: /pointing to one big car/ That car is big.
C: /with aide's help/ That car is big.
T: /pointing to another car/ That car is big.
C: /with aide's help/ That car is big.
T: /pointing to both big cars/ They're the same.
C: /with aide's help/ They're the same.

The teacher tells two pupils to each take a little car. While they each hold a little car, the teacher says that each car is little and that they are the same. The aide helps the pupils respond to the teacher's directives and statements.

T: /to 2 pupils/
Take a little car.
A: Coje un carro pequeño.
T: /pointing to one little car/
That car is little.
C: /with aide's help/
That car is little.
T: /pointing to another car/
That car is little.
C: /with aide's help/
That car is little.
T: /pointing to both little cars/
They're the same.
C: /with aide's help/
They're the same.

UNIT II - ENGLISH CIRCLE 10

*Linguistic Focus -

Those blocks are + big / little +.

They're + big / little +.

They're + the same / not the same +.

*Conceptual Focus -
Seriation, Classification

*Materials -
big and little trucks, cars, blocks of the same shape and color

---

The aide gives each pupil one big or little truck, car or block. The teacher taps a pupil who has a big block and then helps him carry his big block to the center of the circle where he deposits it and returns to his circle place. The teacher then taps all of the pupils who have big blocks and points to the center of the circle, indicating that they should also deposit their big blocks in the same area. The aide describes the group of big blocks, and the teacher helps the class repeat the aide's statements, modeling each of the two sentences separately if the class has difficulty.

A: /pointing to the big blocks/
Those blocks are big.
They're the same.
C: /with teacher's help, modeling each of the two sentences separately if the class has difficulty/
Those blocks are big.
They're the same.

The aide and the teacher continue this activity until all of the pupils have taken their toys, one group at a time, to the center of the circle. The aide continues to describe each like group of toys while the teacher continues to help the class repeat the aide's statements.

The teacher distributes the toys to the class again and guides pupils with big blocks to bring their blocks to her, making a pile of big blocks. The same procedure is followed to make a pile of little blocks. The teacher describes the blocks and points out that they are not the same. The teacher helps the class repeat her own statements modeling each of the statements separately if the class has difficulty.

T: /pointing to pile of big blocks/
Those blocks are big.
C: /with teacher's help/
Those blocks are big.
T: /pointing to pile of little blocks/
Those blocks are not big.
They're little.
C: /with teacher's help/
Those blocks are not big.
They're little.
T: /pointing to both big and little blocks/
They're not the same.
C: /with teacher's help/
They're not the same.

The teacher continues this activity having groups of pupils bring their big and little cars and then their big and little trucks to her. She helps them say what size the toys are and that they are not the same.

UNIT II - SPANISH CIRCLE 10

*Enfoque Linguístico -

Sí. Son
+No. + No son + del mismo color.

verde
Esta es +amarilla+.

verde
Esto es +amarillo+.

Ana
¿De qué color es la de +Juan+?
etc.

verde
Es +amarilla+.
etc.

Rosa
+José,+ muéstrame algo que sea
etc.

rojo
+azul+.
etc.

*Enfoque Conceptual - Clasificación
*Materiales - crayolas verdes y amarillas

*Linguistic Focus -

Yes. They're
+No. + They're not+ the same color.

green
This is +yellow+.

Ana's
What color is +Juan's+?
etc.

green
It's +yellow+.
etc.

Rosa
+José,+ show me something
etc.

red
+blue+.
etc.

*Conceptual Focus - Classification
*Materials - green and yellow crayons

La maestra mostrando dos crayolas amarillas interrogará a los niños sobre su parecido.

M: Estas crayolas son del mismo color.
¿Son estas crayolas del mismo color?
C: Sí. Son del mismo color.

Entonces mostrará una crayola verde y otra amarilla e interrogará a los niños sobre su diferencia.

The teacher, showing two yellow crayons, will ask the children about their similarity of color.

T: These crayons are the same color.
Are these crayons the same color?
C: Yes. They're the same color.

Then she shows a green crayon and a yellow one, questioning the children about their difference of color.

M: Estas crayolas no son del mismo color.
¿Son estas crayolas del mismo color?
C: No. No son del mismo color.

Se repartirán crayolas entre los niños dando una verde y una amarilla a cada niño. La maestra mostrando la crayola verde dirá el color. Mostrando la amarilla las comparará y dirá también el color. Los niños con ayuda de la maestra auxiliar, si es necesario, repetirán el nombre del color mientras levantan la crayola correspondiente.

M: /mostrando una crayola verde/
Esta es verde.
C: /con ayuda de la maestra auxiliar y mostrando su crayola verde/
Esta es verde.
M: /mostrando una crayola amarilla/
Esta es amarilla.
C: /con ayuda de la maestra auxiliar y mostrando su crayola amarilla/
Esta es amarilla.

La maestra pedirá a los niños de uno en uno que muestren una de sus crayolas. Se dirigirá, unas veces a la clase y otras a un niño, haciéndole la pregunta. Se estimulará a los niños a contestar la pregunta.

M: /pidiendo a un niño que muestre su crayola amarilla/
¿De qué color es la de (Juan)?
C: /con ayuda de la maestra auxiliar/
Es amarilla.

Algún niño hará entonces la pregunta con la ayuda de la maestra y otro responderá.

T: These crayons are not the same color.
Are these crayons the same color?
C: No. They're not the same color.

Crayons will be passed out among the children so each child has one green crayon and one yellow one. Showing the green crayon, the teacher states its color, then showing the yellow crayon, she does the same. With the aide's help if needed, the children will repeat the color while holding up the corresponding crayon.

T: /showing a green crayon/
This is green.
C: /with the aide's help and holding up the green crayon/
This is green.
T: /showing the yellow crayon/
This is yellow.
C: /with the aide's help and holding up the yellow crayon/
This is yellow.

The teacher asks the children one by one to show one of their crayons. Directing the question at times to the class and at other times to individuals, the teacher encourages the children to answer her.

T: /asking a child to show his yellow crayon/
What color is (Juan's) crayon?
C: /with the aide's help/
It's yellow.

With the teacher's help several children will then each ask the question while another responds.

M: /pide a un niño que muestre su crayola verde/
N1: /con ayuda de la maestra/ ¿De qué color es la de (Ana)?
N2: Es verde.

La maestra invitará entonces a los niños para que busquen cosas que sean de los colores verde, rojo, azul, blanco o amarillo dentro de la sala de clase. La maestra los guiará con la pregunta y les indicará que describan el color.

M: (José), muéstrame algo que sea rojo.
N1: /señalando un objeto rojo/
Esto es rojo.
M: (Ana), muéstrame algo que sea blanco.
N2: /señalando un objeto blanco/
Esto es blanco.
M: (Juan), muéstrame algo que sea azul.
N3: /señalando un objeto azul/
Esto es azul.

Se dará oportunidad a algunos niños que quieran tomar el lugar de la maestra al repetir la actividad anterior.

N1: (Rosa), muéstrame algo que sea verde.
N2: /señalando un objeto verde/
Esto es verde.

T: /asks a child to show his green crayon/
P1: /with the teacher's help/ What color is (Ana's) crayon?
P2: It's green.

The teacher will then invite the children to look for things within the classroom which are green, yellow, red, blue or white. The teacher guides them with questions and asks them to point out particular colors.

T: (José), show me something red.
P1: /pointing to a red object/
This is red.
T: (Ana), show me something white.
P2: /pointing to a white object/
This is white.
T: (Juan), show me something blue.
P3: /pointing to a blue object/
This is blue.

The opportunity of taking the teacher's place and repeating the above activity could be given to any children who show an interest in doing so.

P1: (Rosa), show me something green.
P2: /pointing to a green object/
This is green.

UNIT II - ENGLISH CIRCLE 11

*Linguistic Focus -

All of those are blocks.

Some of them + are / are not + big / little +.

They're not the same.

*Conceptual Focus -
Seriation, Classification

*Materials -
big and little blocks, trucks, and cars
Note: Each set of toys should be the same color and shape

The teacher puts a set of blocks, a set of trucks, and a set of cars in the middle of the circle area. Each set contains several big and little sizes. She points to the entire set of blocks, saying, All of those are blocks. The teacher and aide tell one pupil to take the big blocks and another pupil to take the little blocks, separating the two sizes. The teacher points to the separate sets, saying, Some of them are little, Some of them are not little. They're big. The aide helps the class repeat the teacher's statements.

T: /pointing to pile of big and little blocks/
All of those are blocks.
C: /with aide's help/
All of those are blocks.
A: /to one pupil/
Coje los bloques grandes.
T: Take the big blocks.
A: /to another pupil/
Coje los bloques pequenos.
T: Take the little blocks.
/pointing to little blocks/
Some of them are little.
C: /with aide's help/
Some of them are little.
T: /pointing to big blocks/
Some of them are not little.
They're big.
/with aide's help/
Some of them are not little.
They're big.

The teacher and the aide continue the activity, using the sets of trucks and cars and helping the class, groups and individuals repeat the teacher's statements.

To end the activity, the aide chooses a pupil to mix up the pile of big and little blocks. The class sees that even when the pile changes form, there are still big blocks and little blocks and that they are not the same. The aide points to the pile of blocks and says, Some of them are big. Some of them are little. They're not the same. The teacher helps the class repeat the aide's statements.

A: /pointing to pile of big and little blocks/
Some of them are big.
Some of them are little.
C: /with teacher's help, modeling each of the two sentences separately if the class has difficulty/
Some of them are big.
Some of them are little.
A: /taking a big and a little block out of pile/
They're not the same.
C: /with teacher's help/
They're not the same.

UNIT II - ENGLISH CIRCLE 12

*Linguistic Focus -

That cookie is +$\substack{\text{big}\\\text{little}}$+.

That is a +$\substack{\text{big}\\\text{little}}$+ cookie.

All of those are cookies.

Some of them are +$\substack{\text{big}\\\text{little}}$+ cookies.

*Conceptual Focus -
Seriation, Classification

*Materials -
big and little cookies, 2 or 3 plates
Note: balls may be substituted for cookies

The class will eat cookies at the end of the English lesson today instead of or in addition to the regular juice time, unless the teacher wishes to substitute balls for cookies. The aide places a big cookie and a little cookie on a table, leaving a large space between the two cookies. She points to the big cookie and says, That cookie is big. That is a big cookie, showing the class that there is more than one way to say the same thing. She points to the little cookie and continues. The teacher helps the class repeat the aide's statements.

A: /pointing to big cookie/
That cookie is big.
Tambien se dice.
T: Also we say.
A: That is a big cookie.
A&C: That cookie is big.
That is a big cookie.
A: /pointing to little cookie/
That cookie is little.
That is a little cookie.
C: /with teacher and aide's help as above/
That cookie is little.
That is a little cookie.

The teacher puts five or six big and little cookies on the table, saying that all of those are cookies, but that some of them are big and some are little. The aide guides the class to repeat the teacher's statements.

T: /pointing to 5 or 6 big and little cookies/
All of those are cookies.
C: /with aide's help/
All of those are cookies.
T: /pointing to big and then little cookies/
Some of them are big cookies.
Some of them are little cookies.
C: /with aide's help/
Some of them are big cookies.
Some of them are little cookies.

The teacher and the aide continue the activity, eliciting the all-some responses from groups and individuals.

Finally, the teacher chooses a pupil to help pass out a big and a little cookie for each pupil to eat.

UNIT II - SPANISH CIRCLE 11

*Enfoque Linguístico -

las bolas
¿De qué color son +los camiones+?
etc.

rojas
Son +negros+.
etc.

*Enfoque Conceptual - Clasificación

*Materiales - carros en papel rojo, camiones en papel negro; siluetas de platos blancos, sombreros azules, bolas verdes y flores amarillas

*Linguistic Focus -

balls
What color are the +trucks+?
etc.

red
They're +black+.
etc.

*Conceptual Focus - Classification

*Materials - cars made of red paper, trucks of black paper; silhouettes of white plates, blue hats, green balls and yellow flowers

---

Se dará a cada niño un carro dibujado en papel rojo y un camión en papel negro. La maestra preguntará el color de los camiones y los carros. Los niños serán invitados a contestar. La maestra auxiliar los ayudará si es necesario.

M: /mostrando unos de los carros/
¿De qué color son los carros?
C: Son rojos.
M: /mostrando unos de los camiones/
¿De qué color son los camiones?
C: Son negros.

Los niños serán invitados a recortar los carros y camiones de papel. La maestra dará una tijera a cada niño y hará la demostración de cómo recortar. La clase interrogará a un niño sobre el color de cada grupo de objetos. La maestra ayudará al niño

Each child is given a car drawn on red paper and a truck drawn on black paper. The teacher asks the children to tell her the color of the trucks and cars. The children are asked to answer with the aide helping them if necessary.

T: /showing some of the cars/
What color are the cars?
C: They're red.
T: /showing some of the trucks/
What color are the trucks?
C: They're black.

The children are invited to cut out the paper cars and trucks. The teacher gives scissors to each child and demonstrates how to cut out the figures. The teacher cues the class to ask a child about the color of each group of objects. She helps the a dar la respuesta si es necesario.

M: /señalando los carros/
C: /con ayuda de la maestra/ ¿De qué color son los carros?
N: Son rojos.
M: /señalando los camiones/
C: /con ayuda de la maestra/ ¿De qué color son los camiones?
N: Son negros.

La maestra continuará señalando siluetas de platos blancos, sombreros azules, bolas verdes y flores amarillas, ayudando a un niño a hacer las preguntas que otro responderá.

M: /señalando los platos/
N1: /con ayuda de la maestra/ ¿De qué color son los platos?
N2: Son blancos.

Cuando los niños comprendan la pregunta que deben hacer, la maestra se limitará a señalar las siluetas mientras un niño hace la pregunta y otro niño responde.

M: /señalando las bolas verdes/
N1: ¿De qué color son las bolas?
N2: Son verdes.

Del mismo modo continuará el diálogo cambiando los niños y usando las distintas siluetas para practicar todos los colores.

child answer the question if necessary.

T: /pointing to the cars/
C: /with the teacher's help/ What color are the cars?
P: They're red.
T: /pointing to the trucks/
C: /with the teacher's help/ What color are the trucks?
P: They're black.

The teacher continues the activity by pointing to silhouettes of white plates, blue hats, green balls and yellow flowers, and by helping a child ask the question of others.

T: /pointing to the plates/
P1: /with the teacher's help/ What color are the plates?
P2: They're white.

When the children fully understand what question they should ask, the teacher will limit herself to pointing to the object while a child asks the question and another answers.

T: /pointing to the green balls/
P1: What color are the balls?
P2: They're green.

The activity should be continued in the same manner, letting other children participate and using different silhouettes to permit the practice of all the colors.

UNIT II - ENGLISH CIRCLE 13

*Linguistic Focus -

It's +$\genfrac{}{}{0pt}{}{\text{red}}{\text{blue}}$+.

+$\genfrac{}{}{0pt}{}{\text{Some}}{\text{All}}$+ of them are +$\genfrac{}{}{0pt}{}{\text{red}}{\text{blue}}$+.

*Conceptual Focus -
Classification

*Materials -
red and blue trucks and cars

The aide puts a red truck and a blue truck in the middle of the circle area. Pointing to the red truck, she asks, What color is that truck? The teacher answers, It's red, and helps the class repeat the statement. The aide then points to the blue truck and the same procedure is followed.

A: /pointing to red truck/
What color is that truck?
T: /pointing to red truck/
It's red.
C: /with teacher's help/
It's red.
A: /pointing to blue truck/
What color is that truck?
T: /pointing to blue truck/
It's blue.
C: /with teacher's help/
It's blue.

The aide and one child make a pile of red cars while the teacher and another child make a pile of blue cars. The two pupils sit down in their circle places and the aide points to the pile of red cars, asking if all of those cars are red. The teacher says, Yes. All of them are red, and she helps the class repeat her own statement.

A: /pointing to red cars/
Are all of those cars red?
T: /nodding head/
Yes. All of them are red.
C: /with teacher's help/
Yes. All of them are red.

The teacher points to the pile of blue cars, asking if all of those are blue. The aide says, Yes. All of them are blue, and she helps the class repeat her own statement.

T: /pointing to blue cars/
Are all of those cars blue?
A: /nodding head/
Yes. All of them are blue.
C: /with aide's help/
Yes. All of them are blue.

The teacher helps two pupils mix up the red and blue cars into one pile. After the pupils go back to their circle places, the teacher asks the class if those cars are the same color. The aide models the response, No. Some of them are red. Some of them are blue. The class repeats her response.

T: /pointing to the pile of cars/
Are all of those cars the same color?
A: No.
C: No.
A: Some of them are red.
Some of them are blue.
C: /with aide's help if necessary/
Some of them are red.
Some of them are blue.

UNIT II - ENGLISH CIRCLE 14

*Linguistic Focus -

It's +green/yellow+.

It's a crayon.

+Some/All+ of them are +green/yellow+.

Yes. They're the same.

*Conceptual Focus -
Classification, Identification of an object

*Materials -
red, green, yellow and blue crayons

After the pupils have formed a circle, the aide holds up a red crayon, and the teacher asks, What's that? The aide responds, It's a crayon. While pointing to the aide's crayon, the teacher now asks the class, What's that? The aide and the teacher help the class respond, It's a crayon. The activity is repeated several times using red, blue, green and yellow crayons, one at a time.

T: /to aide/
What's that?
A: /holding red crayon/
It's a crayon.
T: /to class and pointing to same crayon/
What's that?
C: /with teacher and aide's help/
It's a crayon.

Now, the aide holds up a red crayon, and the teacher asks the class, What color is that crayon? The teacher helps the class respond, It's red. The activity is repeated with a blue crayon.

T: /pointing to aide's red crayon/
What color is that crayon?
C: /with teacher's help/
It's red.
T: /pointing to aide's blue crayon/
What color is that crayon?
C: /with teacher's help/
It's blue.

Now, the aide holds up a green crayon. After the teacher asks, What color is that crayon?, the aide answers, It's green. Then the teacher and aide help the class repeat, It's green. The activity is repeated with a yellow crayon.

T: /pointing to aide's green crayon/
What color is that crayon?
A: /modeling answer/
It's green.
C: /with teacher and aide's help/
It's green.
T: /pointing to aide's yellow crayon/
What color is that crayon?
A: /modeling answer/
It's yellow.
C: /with teacher and aide's help/
It's yellow.

Now, the teacher and aide give each child one red, green, blue or yellow crayon. When the teacher holds up a red crayon, she says, This is a red crayon. She then asks each pupil with a red crayon, What color is that crayon? The aide helps the child respond, It's red. Then, the teacher says, Are they the same? The aide helps the pupil respond, Yes. They're the same.

T: /holding up a red crayon/
This is a red crayon.
/to each pupil with a red crayon/
What color is that crayon?
P1: /with red crayon and aide's help/
It's red.
T: /to same pupil/
Are they the same?
P: /with aide's help/
Yes. They're the same.

The activity continues with the teacher and pupils matching blue, green and yellow crayons as the teacher holds up one color at a time.

The aide makes four separate piles of red, green, yellow and blue crayons, one color in each pile. The teacher points to the green pile and asks, Are all of those crayons green? The aide and teacher help the class respond appropriately.

T: /pointing to pile of green crayons/
Are all of those crayons green?
C: /with teacher and aide's help/
Yes. All of them are green.

The activity continues, using each of the remaining three piles of crayons.

The teacher mixes all of the crayons into one pile and asks, Are all of those crayons the same color? The aide models each appropriate statement to help the class respond appropriately.

T: /pointing to pile of mixed crayons/
Are all of those crayons the same color?
A: /shaking head/
No.
C: No.
A: /pointing to a red crayon/
Some of them are red.
C: Some of them are red.
A: /pointing to a blue crayon/
Some of them are blue.
C: Some of them are blue.
A: /pointing to a green crayon/
Some of them are green.
C: Some of them are green.
A: /pointing to a yellow crayon/
Some of them are yellow.
C: Some of them are yellow.

UNIT II - SPANISH CIRCLE 12

*Enfoque Linguístico -

bloques
¿Son estos +carros + del mismo
etc.

color?

+Sí. + Son + del mismo color.
No. No son

¿Por qué?

verde
Porque uno es +negro+ y el
etc.

blanco
otro +amarillo+.
etc.

*Enfoque Conceptual - Clasificación

*Materiales - carros, camiones, bolas, etc., en pares del mismo y distinto color

*Linguistic Focus -

blocks
Are these +cars + the same
etc.

color?

+Yes. + They're + the same
No. They're not

color.

Why not?

green
Because one is +black+ and the
etc.

white
other is +yellow+.
etc.

*Conceptual Focus - Classification

*Materials - cars, trucks, balls, etc., all represented in pairs of the same and different colors

---

Se distribuirán diferentes juguetes como carros, camiones, bolas y bloques por el piso. Luego la maestra llamará a algunos niños al frente y le entregará a cada niño un juguete pidiéndole que recoja del piso otro juguete del mismo color y lleve los dos a la maestra. Entonces le hará la pregunta.

M: /mostrando los dos carros que el niño le entregó/ ¿Son estos carros del mismo color?
N: Sí. Son del mismo color.

The teacher will place different toys such as cars, trucks, balls and blocks on the floor. Then she calls several children to the front, handing each child a toy and asking him to pick up another toy of the same color from the floor and give both toys to her. Then she will question him.

T: /showing the two cars that the child gave her/ Are these cars the same color?
P: Yes. They're the same color.

Los niños se colocarán en un círculo dándole la espalda a la maestra. Ella estará en el centro del círculo. Tomará dos objetos en las manos y a una palmada de la auxiliar los niños se volverán hacia la maestra y ésta les hará la pregunta.	The children will form a circle around the teacher with their backs to her. She takes two objects in her hands and at a handclap from the aide, the children turn around towards the teacher and she asks them questions about the objects.
M: /mostrando dos bloques del mismo color/ ¿Son estos bloques del mismo color? C: Sí. Son del mismo color.	T: /showing two blocks of the same color/ Are these blocks the same color? C: Yes. They're the same color.
La auxiliar dará otra palmada para que los niños se vuelvan de espaldas, mientras la maestra cambia lo que tiene en la mano, y otra más para que los niños se vuelvan de nuevo hacia la maestra.	At a handclap from the aide the children turn their backs to the teacher while she changes the objects in her hands for new ones. The aide claps again and the children turn around to face the teacher.
M: /mostrando un carro verde y otro amarillo/ ¿Son estos carros del mismo color? C: No. No son del mismo color. M: ¿Por qué? N: Porque uno es verde y el otro amarillo.	T: /showing a green and a yellow car/ Are these cars the same color? C: No. They're not the same color. T: Why not? P: Because one is green and the other is yellow.
El ejercicio se repetirá las veces que sea necesario usando los colores verde, rojo, azul, amarillo, negro y blanco para familiarizarlos con la idea. Por último diferentes niños se alternarán para situarse en el lugar de la maestra y dar las indicaciones a la clase haciendo el mismo ejercicio.	Using the colors green, red, blue, yellow, black and white, the exercise is repeated as many times as needed to familiarize the children with the idea. Finally, different children take turns taking the teacher's place and giving the commands to the class, using the same exercise as above.
N1: /mostrando un carro verde y otro amarillo/ ¿Son estos carros del mismo color? C: No. No son del mismo color. N1: ¿Por qué? C: Porque uno es verde y el otro amarillo.	P1: /showing a green and a yellow car/ Are these cars the same color? C: No. They're not the same color. P1: Why not? C: Because one is green and the other is yellow.

FLICS

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A Bilingual Oral Language and Conceptual Development
Program for Spanish Speaking Pre-School Children

UNIT II - ENGLISH CIRCLE 15

*Linguistic Focus -

They're +black/white+.

That's a +black/white+ crayon.

Those are +black/white+ crayons.

*Conceptual Focus -
Classification

*Materials -
green, yellow, red, blue, black and white crayons, red and blue cars

---

After the pupils have formed a circle, the aide holds up a yellow crayon, and the teacher asks the class, What color is that crayon? The teacher helps the class respond, It's yellow.

T: /pointing to aide's yellow crayon/
What color is that crayon?
C: /with teacher's help/
It's yellow.

The activity is repeated three times, using red, blue and green crayons, one at a time.

Now, the aide holds up a black crayon. After the teacher asks, What color is that crayon?, the aide models the appropriate answer, and then the teacher and the aide help the class repeat the answer. The activity is repeated with a white crayon.

T: /pointing to aide's black crayon/
What color is that crayon?
A: /modeling answer/
It's black.
C: /with teacher and aide's help/
It's black.
T: /pointing to aide's white crayon/
What color is that crayon?
A: /modeling answer/
It's white.
C: /with teacher and aide's help/
It's white.

In the middle of the circle area, the aide makes six separate piles of red, green, yellow, blue, white and black crayons, one color in each pile. The aide points to the pile of red crayons and asks, What color are those crayons? The teacher models the answer, They're red. The aide and teacher help the class repeat the appropriate answer.

A: /pointing to red crayons/
What color are those crayons?
T: /modeling answer/
They're red.
C: /with teacher and aide's help/
They're red.

The activity is repeated using piles of green, yellow, blue, white and black crayons.

In addition to the six piles of crayons in the center of the circle area, the aide makes one pile of red cars and one pile of blue cars. She also places single items around the area, such as one red car, one yellow crayon, one blue crayon, etc. Using a pointer or ruler, the aide points to the pile of red cars, saying, Those are red cars. The teacher and aide help the class repeat their statement.

A: /pointing to red cars/
Those are red cars.
C: /with teacher and aide's help/
Those are red cars.

The activity is repeated while the aide points to each group of items, one at a time. After she describes each group, the class repeats her statement with help from the teacher and aide.

Now, the aide points to the single red car, saying, That's a red car. The teacher and aide help the class repeat the statement.

A: /pointing to a single red car/
That's a red car.
C: /with teacher and aide's help/
That's a red car.

The activity is repeated while the aide points to each single item, one at a time. After she describes each item, the class repeats her statement with help from the teacher and aide.

UNIT II - ENGLISH CIRCLE 16

*Linguistic Focus -

+All / Some+ of them are +white / black+.

*Conceptual Focus -
Classification

*Materials -
cars, trucks, crayons of red, blue, green, yellow, white and black

---

After the pupils have formed a circle, the aide gives each child one crayon or car or truck. These items may be red, black, white, blue, green or yellow. The teacher says to the aide, *Touch a yellow car, What are you touching?*, and the aide responds, *A yellow car*.

T: /to aide/
Touch a yellow car.
What are you touching?
A: /touching a yellow car/
A yellow car.

Then, the teacher says to one pupil who has a red crayon, *Touch a red crayon, What are you touching?*, and the aide helps the pupil respond, *A red crayon.*

T: /to pupil with red crayon/
Touch a red crayon.
What are you touching?
P1: /with aide's help/
A red crayon.

The activity is continued until each pupil has identified what he is touching.

Now, the teacher and aide collect all of the pupils' objects and arrange them in six piles, one color in each pile. The teacher points to the green pile and says, *Are all of those green?* The aide and then the class respond, *Yes*. *All of them are green*.

T: /pointing to green pile/
Are all of those green?
A: /nodding head/
Yes. All of them are green.
C: /with aide's help/
Yes. All of them are green.

The activity continues, using each of the remaining five piles of objects in the same manner as above.

Now, the teacher mixes up all six piles into one big pile. Pointing to the pile, the teacher asks, *Are all of those the same color?* The aide models the appropriate answer for the class and then helps them repeat each statement after her.

T: /pointing to big pile containing all six colors/
Are all of those the same color?
A: /shaking head/
No.
C: /with aide's help/
No.
A: /pointing to some green items in pile/
Some of them are green.
C: /with aide's help/
Some of them are green.
A: /pointing to some red items in pile/
Some of them are red.
C: /with aide's help/

Some of them are red.
A: /pointing to some yellow items in pile/
Some of them are yellow.
C: /with aide's help/
Some of them are yellow.
A: /pointing to some blue items in pile/
Some of them are blue.
C: /with aide's help/
Some of them are blue.
A: /pointing to some black items in pile/
Some of them are black.
C: /with aide's help/
Some of them are black.
A: /pointing to some white items in pile/
Some of them are white.
C: /with aide's help/
Some of them are white.

UNIT II - SPANISH CIRCLE 13

*Enfoque Linguístico -

plato azul
Este +camión+ es +verde+ y
etc. etc.

grande
+ +.
pequeño

taza roja
Esta +casa+ es +blanca+ y
etc. etc.

grande
+ +.
pequeña

esa casa
¿Dónde vas a poner +ese camión+?
etc.

Aquí. ¿Por qué?

azul grande
Porque es +verde+ y + +.
etc. pequeño

*Enfoque Conceptual - Clasificación, Gradación

*Materiales - siluetas de casas, carros, camiones, tazas y platos, en los colores conocidos y en dos tamaños

*Linguistic Focus -

plate big
This +truck+ is + + and
etc. little

blue
+green+.
etc.

cup big
This +house+ is + + and
etc. little

red
+white+.
etc.

Where are you going to put

house
that +truck+?
etc.

Here. Why?

big
Because it's + + and
little

blue
+green+.
etc.

*Conceptual Focus - Classification, Seriation

*Materials - silhouettes of cars, houses, trucks, cups and plates, each represented in familiar colors and in two sizes

---

La maestra repartirá a los niños siluetas de casas, carros, camiones, tazas y platos en los colores conocidos y en dos tamaños. A medida que los va repartiendo

The teacher will pass out to the children silhouettes of houses, cars, trucks, cups and plates which are represented in familiar colors and in two disles irá dando la descripción de cada objeto que el niño repetirá.

M: /dándole una silueta de un carro azul y grande/
Este carro es azul y grande.
N1: Este carro es azul y grande.
M: /dándole una silueta de una casa roja y pequeña/
Esta casa es roja y pequeña.
N2: Esta casa es roja y pequeña.

Después de repartidas todas las siluetas, la maestra invitará a los niños a colocarlas en diferentes grupos. Para la agrupación la maestra colocará modelos de las siluetas que repartió en un sitio visible de manera que los niños se puedan guiar para formar los grupos.

M: /mostrando una casa azul y grande/
¿Dónde vas a poner esa casa?
N1: Aquí.
M: ¿Por qué?
N1: Porque es azul y grande.

Después de haber hecho las preguntas a varios niños, la maestra invitará a algunos de ellos a hacer las preguntas a los niños que van a poner las siluetas en los diferentes grupos.

N1: /cuando otro niño coloca un camión verde y pequeño/
¿Dónde vas a poner ese camión?
N2: Aquí.
M: ¿Por qué?
N2: Porque es verde y pequeño.

tinct sizes. As she passes them out she describes each object and the child repeats the description.

T: /handing out a silhouette of a big blue car/
This car is big and blue.
P1: This car is big and blue.
T: /handing out a silhouette of a little red house/
This house is little and red.
P2: This house is little and red.

After she has passed out all of the silhouettes, the teacher will encourage the children to place them in different groups. To demonstrate the desired grouping the teacher will place models of the silhouettes in view of the children, these models arranged in such a manner as to serve as the guide for grouping the objects.

T: /showing a big blue house/
Where are you going to put that house?
P1: Here.
T: Why?
P1: Because it's big and blue.

After repeating this dialogue with various children, the teacher will encourage some of them to question the other children who are going to group their silhouettes.

P1: /as a child is placing a little green truck/
Where are you going to put that truck?
P2: Here.
P1: Why?
P2: Because it's little and green.

UNIT II - ENGLISH CIRCLE 17

*Linguistic Focus -

What are you touching?

What color is that +truck / crayon / car+?

*Conceptual Focus -
Classification

*Materials -
cars, trucks and crayons of red, green, blue, yellow, white and black

---

After the pupils have formed a circle, the aide guides one pupil to touch one red truck. The teacher asks, What are you touching? and guides the class to ask the same question. The aide helps the pupil respond, A truck. Then, the teacher asks, What color is that truck? and guides the class to ask the same question. The aide helps the pupil respond, It's red.

T: /to pupil with red truck/
What are you touching?
C: /with teacher's help/
What are you touching?
P1: /with aide's help and touching red truck/
A truck.
T: /to one pupil/
What color is that truck?
C: /with teacher's help/
What color is that truck?
P1: /with aide's help and touching red truck/
It's red.

The activity continues, using individual pupils and blue, green, yellow, black and white cars and crayons. The teacher continues to help the class ask the two questions while the aide continues to help the individuals respond appropriately.

Now, the aide gives one pupil a green crayon, and the teacher gives another pupil a yellow crayon. The aide helps her pupil ask the teacher's pupil, What color is that crayon? After the teacher's pupil responds appropriately, the teacher helps her pupil ask the aide's pupil the same question. The aide helps her pupil respond appropriately.

P1: /with aide's help/
What color is that crayon?
P2: /with teacher's help/
It's yellow.
P2: /with teacher's help/
What color is that crayon?
P1: /with aide's help/
It's red.

The activity continues several times using different pupils and crayons of red, blue, black and white.

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UNIT III - SPANISH CIRCLE 14

*Enfoque Linguístico -

ojos
Muéstrame tus +oídos+.
etc.

¿Para qué sirven?

oler La boca
Para +mirar+. +Los oídos+.
etc. etc.

tu nariz
Simón dice ... Toca +tu cabeza+.
etc.

*Enfoque Conceptual - Relaciones espaciales, Identificación
*Materiales - Ninguno

La maestra señalará su boca, ojos, nariz, oídos, etc. y logrando que los niños observen dará el nombre respectivo a cada parte. Los niños serán interrogados en relación a la función que cada órgano desempeña.

M: /señalando sus ojos/
Estos son los ojos.
¿Para qué sirven?
N1: Para mirar.
M: Muéstrame tus ojos.
¿Para qué sirven?
N2: Para mirar.

Luego la maestra interrogará a la clase para que sean los niños quienes identifiquen las distintas partes del cuerpo así como la función que desempeñan.

M: /mostrando sus oídos/
¿Qué es esto?
C: Los oídos.
M: ¿Para qué sirven?
C: Para oír.

*Linguistic Focus -

eyes
Show me your +ears+.
etc.

What are they for?

smell with mouth
To + see with +. The +ears +.
etc. etc.

nose
Simon says ... Touch your +head+.
etc.

*Conceptual Focus - Spatial relations, Identification
*Materials - None

The teacher will point to her mouth, eyes, nose, ears, etc., attracting attention to each part of the body as she gives the children its name and asks them its function.

T: /pointing to her eyes/
These are eyes.
What are they for?
P1: To see with.
T: Show me your eyes.
What are they for?
P2: To see with.

Then the teacher questions the class so the children themselves will identify the different parts of the body as well as the function they serve.

T: /showing her ears/
What are these?
C: The ears.
T: What are they for?
C: To hear with.

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La maestra guiará a los niños para que toquen sus diferentes partes del cuerpo por medio del juego de "Simón Dice", que consiste en que los niños ejecutan órdenes que "Simón" da. En esta lección la órden siempre será dada después de las palabras "Simón Dice".

M: Simón dice ...
Toca tus ojos.
MA: /tocando sus ojos, invita a los niños con el gesto para que la imiten/

Después de dar el modelo y cuando los niños se hayan familiarizado con el juego, la maestra invitará a algún niño que quiera hacerlo para que sea "Simón" y se procede en igual forma. "Simón" dará diferentes órdenes y los niños las ejecutarán.

N1: Simón dice ...
Toca tu cabeza.
C: /ejecuta la acción/

La maestra invitará a algunos niños a que señalen sus ojos, boca, nariz y oídos, etc. Los niños se expresarán en relación. La maestra los guiará mediante preguntas.

M: Muéstrame tus ojos.
/después de que los niños estén mostrando sus ojos/
¿Para qué sirven?
N1: Para mirar.

Por último algunos niños tomarán el lugar de la maestra para dar las indicaciones, pidiendo a otro que señale sus ojos, boca, nariz oídos, etc.

N1: Muéstrame tus oídos.
/después de que los niños estén mostrando sus oídos/
¿Para qué sirven?
N2: Para oir.

The teacher, by means of the game "Simon Says", guides the children in touching the different parts of their bodies. In this lesson the teacher will always precede her request with "Simon Says", therefore the pupils carry out the order given.

T: Simon says ...
Touch your eyes.
A: /touching her eyes, she gestures to the children, encouraging them to imitate her action/

When she has given the model and the children are familiar with the game, the teacher will ask a child to volunteer to take "Simon's" place and give the orders, following the above pattern The other children will carry out the orders.

P1: Simon says ...
Touch your head.
C: /carry out the action/

Next, the teacher asks several children to point to their eyes, mouth, nose, and ears, etc. As they do so, the children respond verbally, the teacher guiding them with questions.

T: Show me your eyes.
/after children are pointing to their eyes/
What are they for?
P1: To see with.

Last, several children will take the teacher's place and give the commands, each asking another child to point to his eyes, mouth, nose, ears, etc.

P1: Show me your eyes.
/after children are pointing to their ears/
What are they for?
P2: To hear with.

UNIT III - ENGLISH CIRCLE 18

*Linguistic Focus -

What are you touching?

head
My +hand+.
foot

*Conceptual Focus -
Spatial relations with parts of the body, Identification
*Materials -
None

The teacher touches her head, guiding the aide and pupils in the circle to touch their heads. She asks the aide and the class what they are touching. After the aide models the response, the class repeats the response.

T: What are you touching?
A: /touching head/
My head.
C: /touching head/
My head.

The teacher and the aide continue the activity, guiding the class, groups and individuals to touch their head, foot or hand. The teacher continues to ask, What are you touching? and the aide continues to model the appropriate response before the class, groups or individuals respond.

The aide next guides the class to copy her actions and words in a fast paced exercise. She and the class say, in unison, My head, My hand, My foot, very quickly while touching the appropriate body part.

A&C: /touching head/
My head.
/touching hand/
My hand.
/touching foot/
My foot.

The aide and class repeat this exercise several times, faster each time.

Then, the aide touches her head while the teacher helps the class ask the aide, What are you touching?

T: /to aide/
What are you touching?
/to class/
Say, What are you touching?
C: /with above help/
What are you touching?
A: /touching head/
My head.

The activity continues as the aide touches her hand and then her foot. The teacher continues to help the class ask the question.

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UNIT III - SPANISH CIRCLE 15

*Enfoque Linguístico -

Bajemos un pie
+Levantemos + las manos+.
etc. etc.

¿Qué estamos haciendo?

Tocando los ojos
+Abriendo + las manos+.
etc. etc.

*Enfoque Conceptual - Relaciones espaciales
*Materiales - Ninguno

Se invitará a los niños a jugar formando una fila detrás de la maestra. La maestra dirá una oración que luego repetirán todos ejecutando la acción. Para lo anterior explicará a los niños que deben hacer y decir lo que ella diga y haga.

M: /levantando un pie y animando a los niños para que digan después de ella/
Levantemos un pie.
C: /levantando un pie/
Levantemos un pie.
M: /bajando el pie y animando a los niños para que digan después de ella/
Bajemos el pie.
C: /bajando el pie/
Bajemos el pie.

La maestra pedirá a los niños que caminen en círculo alrededor de ella. Otras indicaciones serán dadas por la maestra para indicar a los niños el modelo de los ejercicios que pueden ejecutar como, por ejemplo, levantar y bajar

*Linguistic Focus -

Let's lower a foot
+Let's raise + our hands+.
etc. etc.

What are we doing?

Touching our eyes
+Opening + our hands+.
etc. etc.

*Conceptual Focus - Spatial relations
*Materials - None

The children are invited to play by forming a line behind the teacher. The teacher gives a command and asks the children to repeat it while carrying out the corresponding action. She explains to the children that they should say and do whatever she says and does.

T: /raising her foot and encouraging the children to say after her/
Let's raise a foot.
C: /raising a foot/
Let's raise a foot.
T: /lowering her foot and encouraging the children to say after her/
Let's lower the foot.
C: /lowering the foot/
Let's lower the foot.

The teacher asks the children to walk in a circle around her. She gives them other commands to show them a model of the exercises that they can do, such as raising and lowering their hands and feet, shaking their hands or heads, las manos y los pies, agitar las manos o la cabeza, abrir y cerrar los ojos, o la boca, etc.

M: /levantando las manos/
Levantemos las manos.
C: /levantando las manos/
Levantemos las manos.
M: /agitando las manos/
Agitemos las manos.
C: /agitando las manos/
Agitemos las manos.

Los niños continuarán en círculo alrededor de la maestra pero sin caminar. La maestra repetirá las indicaciones siguiéndolas de una pregunta que la clase debe contestar.

M: Agitemos las manos.
¿Qué estamos haciendo?
C: Agitando las manos.
M: Toquemos nuestra cabeza.
¿Qué estamos haciendo?
C: Tocando nuestra cabeza.

Algunos niños serán invitados a colocarse al frente, en el lugar de la maestra, uno a la vez. El niño que está al frente escogerá la acción que quiere pedir a la clase que ejecute y será quien haga la pregunta.

N1: Cerremos los ojos.
/con ayuda de la maestra/
¿Qué estamos haciendo?
C: Cerrando los ojos.
N2: Abramos los ojos.
/con ayuda de la maestra/
¿Qué estamos haciendo?
C: Abriendo los ojos.

opening and closing their eyes or mouths, etc.

T: /raising her hands/
Let's raise our hands.
C: /raising their hands/
Let's raise our hands.
T: /shaking her hands/
Let's shake our hands.
C: /shaking their hands/
Let's shake our hands.

The children remain standing in a circle around the teacher who continues giving commands, this time following each command with a question for the children to answer.

T: Let's shake our hands.
What are we doing?
C: Shaking our hands.
T: Let's touch our heads.
What are we doing?
C: Touching our heads.

Some of the children will be asked to one by one go to the front to take the teacher's place. The child who is in front will choose the action which he wants the class to follow and will ask the question.

P1: Let's close our eyes.
/with the teacher's help/
What are we doing?
C: Closing our eyes.
P2: Let's open our eyes.
/with the teacher's help/
What are we doing?
C: Opening our eyes.

bujo de una mano en el acto de dibujar y lo comentará con los niños.

M: Dime lo que está haciendo esta mano.
N: Dibujando.

Igualmente se mostrará una mano en actitud de iniciar un dibujo y lo comentará con los niños.

M: Dime lo que va a hacer esta mano.
N: Va a dibujar.

Se invitará entonces a algunos niños a mostrar las láminas y hacer las preguntas a la clase.

N1: Dime lo que hizo esta mano.
C: Un dibujo.
N1: Dime lo que está haciendo esta mano.
C: Dibujando.
N1: Dime lo que va a hacer esta mano.
C: Va a dibujar.

of a hand in the act of drawing and discusses the picture with the children.

T: Tell me what this hand is doing.
P: Drawing.

Another hand is shown and discussed in the same manner, this one having the appearance of beginning to draw.

T: Tell me what this hand is going to do.
P: It's going to draw.

Then several children are encouraged to show the cards and ask the questions of the class.

P1: Tell me what this hand made.
C: A drawing.
P1: Tell me what this hand is doing.
C: Drawing.
P1: Tell me what this hand is going to do.
C: It's going to draw.

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UNIT III - ENGLISH CIRCLE 19

*Linguistic Focus -

I'm + touching / shaking + my + head / hand / foot / leg +.

*Conceptual Focus -
Spatial relations with parts of the body

*Materials -
a hand puppet

After the pupils have formed a circle, the teacher tells the aide to touch her own head. After the aide responds that she is touching her head, the teacher tells the class to touch their heads, and the aide helps the class respond, I'm touching my head.

A hand puppet might be used to give the directives in this activity.

T: /to aide/
Touch your head.
A: /touching her head/
I'm touching my head.
T: /to class/
Touch your head.
C: /each child touching his head and responding with aide's help if necessary/
I'm touching my head.

The activity continues with the teacher telling the aide, and then the class, to each touch their own foot, hand and leg.

The teacher tells the aide to shake her own head. After the aide responds that she is shaking her head, the teacher tells the class to shake their heads, and the aide helps the class respond, I'm shaking my head.

T: /to aide/
Shake your head.
A: /shaking her head/
I'm shaking my head.
T: /to class/
Shake your head.
C: /each child shaking his head and responding with aide's help/
I'm shaking my head.

The activity continues with the teacher telling the aide, and then, the class, to each shake their foot, hand and leg.

Now, as the teacher shakes her hand in a different shape, such as a fist, she says to the aide, Shake your hand. The aide responds, I'm shaking my hand. Then, the teacher tells the class, Shake your hand. The class responds appropriately with the aide's help. The activity continues with the teacher shaking her hand in other shapes, such as with her fingers crossed. The aide and class continue to copy her actions and respond appropriately.

T: /to aide and with hand in fist shape/
Shake your hand.
A: /shaking her fist/
I'm shaking my hand.
T: /to class/
Shake your hand.
C: /each shaking a fist/
I'm shaking my hand.

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UNIT III - SPANISH CIRCLE 17

*Enfoque Linguístico -

Empujó el carro
+ Jaló + el camión+.
Tocó la bola

Ana jala el carro
+José, + empuja + el camión+.
etc. toca la bola

Tocando el carro
+ Jalando + el camión+.
Empujando la bola

la puerta
Brinca desde +la ventana+ hasta
etc.

la mesa
+la pared+.
etc.

la mesa
Brinca +hacia
alrededor de + la silla+.
etc.

Hazlo ahora.

correr
¿Dónde va a +brincar + él
etc. ella+?

*Enfoque Conceptual - Relaciones espaciales, Relaciones temporales
*Materiales - un carro, una bola y un camión

*Linguistic Focus -

pushed car
+He
She + pulled + the +truck+.
touched ball

Ana pull car
+José, + push + the +truck+.
etc. touch ball

Touching car
+Pulling + the +truck+.
Pushing ball

door
Hop from the +window+ to the
etc.

table
+wall +.
etc.

table
Hop +toward
around+ the +chair+.
etc.

Do it now.

run
Where is +he
she+ going to +hop +?
etc.

*Conceptual Focus - Spatial relations, Temporal relations
*Materials - a car, a ball and a truck

Colocando un carro y una bola a corta distancia fuera del círculo, la maestra invitará a varios niños para que ejecuten acciones como empujar, jalar y tocar. La maestra interrogará a los niños después de que la acción se haya ejecutado para que la respuesta sea en pasado.

Placing a car and a ball a short distance away from the circle, the teacher invites several pupils to perform different actions, such as push, pull and touch. After the action has been performed, the teacher will ask the children questions which should be answered in the past tense.

M: (Juan), empuja el carro.
¿Qué hizo (Juan)?
C: Empujó el carro.
M: (Ana), toca la bola.
¿Qué hizo (Ana)?
C: Tocó la bola.

Se invitará a un niño para que indique a otro la acción que quiere que ejecute. La maestra entonces interrogará, algunas veces a un niño y otras a la clase. Las preguntas se harán mientras el niño está ejecutando la acción para obtener respuestas en presente.

N1: (José), toca la bola.
M: ¿Qué está haciendo (José)?
N2: Tocando la bola.
N1: (Ana), jala el camión.
M: ¿Qué está haciendo (Ana)?
C: Jalando el camión.

Cuando los niños hayan practicado lo anterior, la maestra invitará a algunos niños para efectuar acciones diferentes usando verbos como brincar, correr y caminar y palabras como desde, hasta, alrededor, hacia. Las preguntas se efectuarán esta vez antes de que se ejecute la acción.

M: (José), brinca desde la ventana hasta la puerta cuando yo te diga.
¿Dónde va a brincar él?
C: Desde la ventana hasta la puerta.
M: Muy bien (José), hazlo ahora.

Cuando los niños se hayan familiarizado con la idea serán ellos quienes darán las indicaciones y harán las preguntas.

N1: (Ana), brinca alrededor de la mesa cuando yo te diga.

T: (Juan), push the car.
What did (Juan) do?
C: He pushed the car.
T: (Ana), touch the ball.
What did (Ana) do?
C: She touched the ball.

One child will be asked to tell another the action he wants him to perform. The teacher will then ask questions, sometimes of a child and sometimes of the class. The questions will be asked while the second child is performing the action so the response will be in the present tense.

P1: (José), touch the ball.
T: What is (José) doing?
P2: Touching the ball.
P1: (Ana), pull the truck.
T: What is (Ana) doing?
C: Pulling the truck.

After the children have practiced the previous dialogue, the teacher invites some children to perform different actions, such as hop, run and walk, and use words such as from, to, around, toward. This time the questions will be asked before the children perform the action.

T: (José), hop from the window to the door when I tell you.
Where is he going to hop?
C: From the window to the door.
T: All right (José), do it now.

When the children become familiar with this idea, they will give the directions and ask the questions themselves.

P1: (Ana), hop around the table when I tell you.

UNIT III - SPANISH CIRCLE 17 (cont'd.)

N2:	¿Adónde va a brincar ella?	P2:	Where is she going to hop?
C:	Alrededor de la mesa.	C:	Around the table.
N1:	Hazlo ahora.	P1:	Do it now.

UNIT III - SPANISH CIRCLE 18

*Enfoque Linguístico -

Corramos   ligero
+Caminemos +   +
etc.   despacio

hasta   la mesa
+alrededor de + la puerta+.
etc.   etc.

¿Qué estamos haciendo?

Caminando   ligero
+Corriendo +   +
etc.   despacio

hasta   la pared
+hacia +   +.
etc.   la silla

*Enfoque Conceptual - Gradación, Dirección
*Materiales - Ninguno

*Linguistic Focus -

Let's run   fast
+Let's walk +   +
etc.   slowly

to   table
+around+ the +door +.
etc.   etc.

What are we doing?

Walking   fast   to
+Running +   + towards+
etc.   slowly   etc.

the +wall +.
     chair

*Conceptual Focus - Seriation, Directions
*Materials - None

Los niños serán invitados a jugar un juego de seguir al capitán. Se colocarán en una fila y la maestra será el capitán. La maestra dirá a los niños de la fila que tendrán que hacer y decir lo que el capitán hace y dice.

M: /caminando ligero hasta la mesa y animando a los niños para que digan con ella/
Caminemos ligero hasta la mesa.
C: /caminando ligero/
Caminemos ligero hasta la mesa.
M: ¿Qué estamos haciendo?
C: /con la ayuda de la maestra/
Caminando ligero hasta la mesa.

The children will be invited to play the game of follow the leader. They line up together with the teacher as their captain, and the children are told to do and say exactly as the captain says and does.

T: /walking fast to the table and encouraging the children to say with her/
Let's walk fast to the table.
C: /walking fast/
Let's walk fast to the table.
T: What are we doing?
C: /with the teacher's help/
Walking fast to the table.

El juego se repetirá con diferentes actividades como correr y brincar, tanto ligero como despacio. Después un niño tomará el lugar de la maestra para ser el capitán. Se procederá en igual forma. El resto de los niños harán y dirán lo que el capitán hace y dice.

N1: Corramos despacio alrededor de la silla.
C: /con ayuda de la maestra/ Corramos despacio alrededor de la silla.
N1: ¿Qué estamos haciendo?
C: Corriendo despacio alrededor de la silla.

Continuarán el juego repetidas veces, dando a otros niños la oportunidad de ser "capitán" y usando otras expresiones como, al frente de y detrás de.

The game will be repeated with different activities such as running and jumping both fast and slowly. Then a pupil will take the captain's position and continue the game, the rest of the children doing and saying as the captain does and says.

P1: Let's run slowly around the chair.
C: /with the teacher's help/ Let's run slowly around the chair.
P1: What are we doing?
C: Running slowly around the chair.

They continue the game, giving other children the chance to be "captain" and using other expressions such as in front of and in back of.

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UNIT III - ENGLISH CIRCLE 20

*Linguistic Focus -

pushing
I'm +pulling+ a truck.
shaking

*Conceptual Focus -
Temporal relations

*Materials -
a car or truck for each child

The aide divides the circle in two groups, giving each child in one group a truck and each child in the other group a car. The aide holds up a truck, touches it and says to the group that has trucks, Touch a truck, What are you doing? The teacher helps the truck group repeat the aide's action and respond appropriately.

A: /touching a truck and to truck group/
Touch a truck.
What are you doing?
G1: /touching trucks and with teacher's help/
I'm touching a truck.

The activity continues with the aide directing the car group to touch the cars while the teacher helps them respond appropriately.

Now, the aide holds up a truck, getting ready to shake it. The truck group imitates the aide, each child holding up a truck. When the teacher says, Start, both the aide and the group start shaking the trucks. The teacher asks, What are you doing?, and the aide and group respond, I'm shaking a truck. The shaking ceases when the teacher says, Stop.

T: Start.
/while group is shaking trucks/
What are you doing?
G1: /with aide's help/
I'm shaking a truck.
T: Stop.

The activity continues with the teacher directing the car group to shake the cars while the aide helps them respond appropriately.

As the aide pushes on the back of a truck, she says to the truck group, Push a truck, What are you doing? The teacher helps the truck group say, I'm pushing a truck.

A: /pushing a truck and to truck group/
Push a truck.
What are you doing?
G1: /pushing truck and with teacher's help/
I'm pushing a truck.

The activity continues with the aide directing the car group to push the cars, while the teacher helps them respond appropriately.

Now, the aide pulls on the front of a truck and says to the truck group, Pull a truck, What are you doing? The teacher helps the truck group tell the aide, I'm pulling a truck.

A: /pulling a truck and to truck group/
Pull a truck.

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What are you doing?
G1: /pulling truck and with teacher's help/
I'm pulling a truck.

The activity continues with the teacher directing the car group to pull the cars while the aide helps them respond appropriately.

Now, the teacher tells the truck group to push and pull the trucks. She then asks, What are you doing? The aide helps the group respond appropriately.

T: /to truck group/
Push a truck.
What are you doing?
G1: /with aide's help/
I'm pushing a truck.
T: /to truck group/
Pull a truck.
What are you doing?
G1: /with aide's help/
I'm pulling a truck.

The activity continues with the teacher directing the car group to push and pull the cars while the aide helps them respond appropriately.

UNIT III - SPANISH CIRCLE 19

*Enfoque Lingüístico -

Sí. No.

Ohio
Vamos para +México+.
etc.

rojo
Trencito +verde+, camina
etc.

ligero
+despacio+.

azul
Trencito +amarillo+, ¿para
etc.

dónde vas?

negro
Trencito +blanco+,
etc.

para
+comienza de nuevo+.

*Enfoque Conceptual - Relaciones espaciales, Gradación
*Materiales - cintas de colores

*Linguistic Focus -

Yes. No.

Ohio
We're going to +Mexico+.
etc.

red
Little +green+ train, go
etc.

fast
+slowly+.

blue
Little +yellow+ train, where
etc.

are you going?

black
Little +white+ train,
etc.

stop
+start again+.

*Conceptual Focus - Spatial relations, Seriation
*Materials - colored ribbons

La maestra invitará a los niños a jugar con ella de trencito. Los trencitos serán llamados por el nombre de un color que los niños escogerán. Cada trencito será identificado mediante una cinta del color escogido. Se formarán dos o tres trencitos, según el tamaño del grupo. La maestra será quien haga las preguntas y dé las indicaciones a los trencitos primero, para hacer el modelo.

The teacher will invite the children to play train with her. The trains will be named according to the color which the children choose, each train being identified by means of a colored ribbon. The children form two or three trains, depending on the size of the group. The teacher asks the questions and gives the commands first to present the example.

M: Trencito rojo, ¿vas para México?
G: Sí.
M: Díganlo. Digan, "Vamos para México".
G: Vamos para México.
M: Pueden caminar despacio.

M: Trencito verde, ¿vas para Texas?
G: No.
M: ¡Ya sé! Vas para Ohio. Díganlo. Digan, "Vamos para Ohio".
G: Vamos para Ohio.
M: Pueden caminar ligero.

M: Trencito azul, ¿para dónde vas?
G: Para California.
M: Pueden caminar ligero.

La maestra organiza los grupos con ayuda de la auxiliar, para que los trencitos pueden circular por el aula. Varios niños serán invitados a situarse, uno a la vez, en el centro y dar las órdenes. La maestra si lo cree conveniente le sugerirá algunas de estas órdenes.

N1: Trencito verde, camina despacio.
N2: Trencito azul, ¿para dónde vas?
G: Para California.
N3: Trencito blanco, para.
N4: Trencito rojo, camina ligero.
N5: Trencito amarillo, comienza de nuevo.

La maestra tratará de que el mayor número de los niños den una o varias órdenes a los trencitos para darles oportunidad de que practiquen el diálogo. Los niños continuarán en el juego mientras mantengan el interés.

T: Little red train, are you going to Mexico?
G: Yes.
T: Say it. Say, "We're going to Mexico."
G: We're going to Mexico.
T: You may go slowly.

T: Little green train, are you going to Texas?
G: No.
T: I know! You're going to Ohio. Say it. Say, "We're going to Ohio."
G: We're going to Ohio.
T: You may go fast.

T: Little blue train, where are you going?
G: To California.
T: You may go fast.

The teacher and aide organize the groups so they will circulate around the classroom without bumping into one another. Various children will be encouraged to go to the center and give the orders, and the teacher may suggest commands if she thinks it best.

P1: Little green train, go slowly.
P2: Little blue train, where are you going?
G: California.
P3: Little white train, stop.
P4: Little red train, go fast.
P5: Little yellow train, start again.

The teacher should try to let as many children as possible give the orders so they may have the opportunity to practice the dialogue. The children may continue with the game as long as they show interest.

UNIT III - SPANISH CIRCLE 20

*Enfoque Linguístico -

¿Dónde está $+\begin{matrix}\text{el bloque}\\ \text{la taza}\end{matrix}+$?

¿Dónde están $+\begin{matrix}\text{los bloques}\\ \text{las tazas}\end{matrix}+$?

$+\begin{matrix}\text{Está}\\ \text{Están}\end{matrix}+\begin{matrix}\text{dentro}\\ \text{al lado}\end{matrix}+$ de la caja.

*Enfoque Conceptual - Relaciones espaciales
*Materiales - tazas, bloques, cajas

*Linguistic Focus -

Where is the $+\begin{matrix}\text{block}\\ \text{cup}\end{matrix}+$?

Where are the $+\begin{matrix}\text{blocks}\\ \text{cups}\end{matrix}+$?

$+\begin{matrix}\text{It's}\\ \text{They're}\end{matrix}+\begin{matrix}\text{inside}\\ \text{beside}\end{matrix}+$ the box.

*Conceptual Focus - Spatial relations
*Materials - cups, blocks, boxes

Se repartirán cajas a diferentes niños que las colocarán en el suelo. A otros niños se les darán bloques o tazas pidiéndoles que los coloquen dentro o al lado de una caja. Cada vez que un niño coloca un bloque o taza la maestra hará la pregunta. La clase contestará ayudada por la maestra, si es necesario.

Boxes are passed out to some of the children who will place them on the floor. The other children are given blocks or cups and are asked to place them inside or beside one of the boxes. Each time that a child places a block or cup the teacher will question him about it. The class will answer with the teacher's help if necessary.

M: /cuando un niño coloca un bloque al lado de una caja/ ¿Dónde está el bloque?
C: /con ayuda de la maestra/ Está al lado de la caja.

T: /when a child places a block beside a box/ Where is the block?
C: /with the teacher's help/ It's beside the box.

La maestra pondrá una caja cerca de ella y pedirá a los niños que se tapen los ojos con las manos mientras ella coloca varios bloques. Luego hará la pregunta y ellos mirando darán la respuesta. Se repetirá las veces que sea posible para practicar el diálogo, usando unas veces un objeto y otras varios enfatizando asi el singular y plural.

The teacher places a box next to her and asks the children to cover their eyes with their hands. while she places various blocks. Then she asks the pupils to answer her while looking. This should be repeated as many times as possible to practice the dialogue, sometimes using one object, other times using several, to emphasize singular and plural

M: /colocando unos bloques al

T: /placing several blocks

	lado de la caja/ ¿Dónde están los bloques?		beside the box/ Where are the blocks?
C:	Están al lado de la caja.	C:	They're beside the box.
Por último la maestra invitará a varios niños para que hagan la pregunta al colocar los bloques o las tazas.		Last, the teacher will ask several children to ask the questions as they place the blocks or cups.	
N1:	/colocando las tazas dentro de la caja/ ¿Dónde están las tazas?	P1:	/placing the cups inside the box/ Where are the cups?
C:	Están dentro de la caja.	C:	They're inside the box.

UNIT III - ENGLISH CIRCLE 21

*Linguistic Focus -

What are you doing?

I'm +walking / running+.

*Conceptual Focus -
Temporal relations

*Materials-
None

The aide walks around the outside of the circle, saying to the class, Walk. The teacher helps the class stand up and follow the aide in a circle formation. The aide asks, What are you doing? After the teacher models the appropriate answer, she helps the class repeat her statement. When the aide says, Stop, the teacher guides the class to stop.

A: /walking around circle
and to class/
Walk.
/as class is walking
in a circle/
What are you doing?
T: /modeling answer/
I'm walking.
C: /with teacher's help/
I'm walking.
A: /to class/
Stop.

Now, the aide runs around the circle, following the above procedure, and the teacher helps the class run around the circle, and repeat the aide's actions and respond, I'm running.

The aide chooses two pupils to run around the circle with her while the teacher chooses two pupils to walk around the circle with her. The teacher asks her own partners, What are you doing? and guides the class to repeat the question. She then helps each of them answer the question with, I'm walking. The aide then asks her partners what they are doing and guides the class to repeat the question. She then helps her partners answer the question with, I'm running.

T: /walking around circle
with two pupils/
What are you doing?
C: /with teacher's help/
What are you doing?
G1: /two pupils walking
with teacher/
I'm walking.
A: /running around circle
with two pupils/
What are you doing?
C: /with aide's help/
What are you doing?
G2: I'm running.

The activity continues with other groups and individuals.

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UNIT III - SPANISH CIRCLE 21

*Enfoque Linguístico -

Ana la muñeca
¿Dónde puso +Juan + el carro +?
etc. etc.

Lo puso encima
+La puso + debajo+ de
Los puso etc.

la mesa
+la silla+.
etc.

*Enfoque Conceptual - Relaciones espaciales
*Materiales - un carro y una muñeca

Los niños serán invitados a colocarse en semicírculo alrededor de una mesa. La maestra pedirá a un niño que coloque un carro encima de la mesa y preguntará a los niños dónde está el carro. Los niños serán ayudados en la contestación.

M: ¿Dónde puso (Juan) el carro?
C: /con ayuda de la maestra/
Lo puso encima de la mesa.

Procederá en igual forma con la muñeca. Luego varios niños serán invitados a colocar la muñeca y el carro encima de la mesa y los demás serán interrogados.

M: ¿Dónde puso (José) la muñeca y el carro?
C: /con ayuda de la maestra/
Los puso encima de la mesa.

Después un niño colocará el carro o la muñeca debajo de la me-

*Linguistic Focus -

Ana doll
Where did +Juan+ put the +car +?
etc. etc.

He them on
+She+ put +it +under+ the
etc.

table
+chair+.
etc.

*Conceptual Focus - Spatial relations
*Materials - a car and a doll

The children will be asked to stand in a semicircle around the table. The teacher asks one pupil to place a car on the table and asks the other children where it is. She will help the children answer.

T: Where did (Juan) put the car?
C: /with the teacher's help/
He put it on the table.

She does the same with the doll. Then various children will be asked to place the doll and the car on the table, and the rest of the children will be questioned about the activity.

T: Where did (José) put the doll and the car?
C: /with the teacher's help/
He put them on the table.

Next, a child will place the car or doll under the table and

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sa e interrogará a la clase en la misma forma antes expuesta. La maestra ayudará a los niños en la contestación si es necesario.

N: ¿Dónde puso (José) el carro?
C: Lo puso debajo de la mesa.

La maestra invitará a un niño a colocar el carro y la muñeca encima o debajo de la mesa. Otro niño hará la pregunta y la clase responderá.

N1: ¿Dónde puso (Ana) la muñeca y el carro?
C: Los puso encima de la mesa.

Por último la maestra pedirá a los niños que coloquen un objeto en diferentes sitios que le permitan usar las palabras, detrás y delante, favoreciendo la participación de los niños en el diálogo.

N1: ¿Dónde puso (Juan) la muñeca?
N2: La puso detrás de la silla.

proceed to question the class in the above manner. The teacher helping the children to answer if necessary.

P: Where did (José) put the car?
C: He put it under the table.

The teacher will ask a child to place the car and the doll on or under the table. Another child will ask the question and the class will respond.

P1: Where did (Ana) put the doll and car?
C: She put them on the table.

Last, the teacher will ask the children to put one object in different places, so that they will use the words behind and in front of, encouraging the participation of the children in the dialogue

P1: Where did (Juan) put the doll?
P2: He put it behind the chair.

UNIT III - SPANISH CIRCLE 22

*Enfoque Linguístico -

lo
¿Dónde +los+ pusiste?
la

Dentro la caja
+Fuera + de +la mesa+.
etc. etc.

Ninguna.
Porque no es la misma caja.

Ponlo debajo la caja
+Ponlos +encima+ de +la mesa+.
Ponla etc. etc.

*Enfoque Conceptual - Relaciones espaciales
*Materiales - carros, bloques, dos cajas

La maestra repartirá a cada niño juguetes de los ya conocidos como carros, bloques, etc. Luego pedirá a los niños individualmente que coloquen los juguetes dentro, fuera, encima o debajo de la caja o de la mesa. La clase con ayuda de la maestra le preguntará al niño dónde los puso. El niño será ayudado en la contestación si es necesario.

M: Ponlos dentro de la caja.
MyC: ¿Dónde los pusiste?
Nl: Dentro de la caja.

La maestra entonces pondrá unas bolas dentro de una caja y preguntará.

M: ¿Dónde puse las bolas?
C: Dentro de la caja.

Cambiando esa caja por otra va-

*Linguistic Focus -

it
Where did you put + +?
them

Inside box
+Outside+ the +table+.
etc. etc.

None.
Because it's not the same box.

it under box
Put + + on + the +table+.
them etc. etc.

*Conceptual Focus - Spatial relations
*Materials - cars, blocks, two boxes

The teacher will pass out familiar toys to each child, such as cars, blocks, etc. Then she asks individuals to place the toys inside, outside, on top of or under the box or table. With the teacher's help the class asks a child where he put his toys, and the child will be helped to answer if necessary.

T: Put them inside the box.
T&C: Where did you put them?
Pl: Inside the box.

The teacher then will put some balls inside the box and ask about them.

T: Where did I put the balls?
C: Inside the box.

Changing this first box for an

cía hará creer a los niños que quiere engañarlos y mostrando la caja vacía hará las preguntas.

M: Se me olvidó. ¿Cuántas bolas hay dentro de esta caja?
C: Ninguna.
M: ¿Por qué no están las bolas dentro de la caja?
N1: Porque no es la misma caja.

Un niño frente al grupo dará las indicaciones y hará las preguntas a otro.

N1: Ponlos debajo de la mesa. ¿Dónde los pusiste?
N2: Debajo de la mesa.

Esta actividad se repetirá las veces que sea posible para dar oportunidad de participación a varios niños.

empty one, the teacher makes the children believe that she is trying to fool them, showing the empty box and asking questions.

T: I forgot. How many balls are inside this box?
C: None.
T: Why aren't the balls inside the box?
P1: Because it's not the same box.

One pupil will go to the front to give the directions and ask the questions of another.

P1: Put them under the table. Where did you put them?
P2: Under the table.

Repeat this activity as many times as possible to give various children the opportunity to participate.

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UNIT III - ENGLISH CIRCLE 22

*Linguistic Focus -

$$\text{I'm} + \begin{matrix}\text{running}\\ \text{walking}\end{matrix} + \begin{matrix}\text{fast}\\ \underline{\text{slowly}}\end{matrix} + .$$

*Conceptual Focus -
Seriation, Temporal relations

*Materials -
a table placed in the center of the room

The teacher runs quickly around the table, saying to the class, Run fast, What are you doing?, several times. The aide helps the class to follow the teacher around the table running quickly and saying, I'm running fast. When the teacher says, Stop, the aide guides the class to stop.

T: /running quickly around the table and to class/
Run fast.
What are you doing?
C: /running quickly and with aide's help/
I'm running fast.
T: /after several verbalizations of above/
Stop.

Now the teacher runs slowly around the table, saying to the class, Run slowly, What are you doing?, several times. The aide helps the class follow the teacher around the table, running slowly and saying, I'm running slowly. When the teacher says, Stop, the aide guides the class to stop.

T: /running slowly around the table and to class/
Run slowly.
What are you doing?
C: /running slowly and with aide's help/
I'm running slowly.
T: /after several verbalizations of above/
Stop.

The activity continues with the teacher walking or running quickly and then slowly around the table. As she continues to direct the class to do the same, the aide continues to help the pupils imitate the teacher's actions. While the class is walking or running fast and then slowly, the teacher asks if they are walking or running fast or slowly. The aide helps the class respond appropriately.

T: /walking fast around the table and to class/
Walk fast.
Are you walking fast or slowly?
C: /walking fast around the table and with aide's help/
I'm walking fast.
T: /walking slowly around the table and to class/
Walk slowly.
Are you walking fast or slowly?
C: /walking slowly around the table and with aide's help/
I'm walking slowly.

Now, the teacher divides the class into two lines. She tells one line to walk fast behind her while the aide tells the other line to run fast behind her. The teacher asks her line, *What are you doing?* and helps them respond appropriately. She then asks, *Are you walking fast or slowly?* and helps them to respond appropriately. The aide asks her line, *What are you doing?* and helps them respond appropriately. She then asks, *Are you running fast or slowly?* and helps them respond appropriately. The activity continues, giving each line several chances to walk and run fast and slowly.

T: /to her line/
Walk fast.
A: /to her line/
Run fast.
T: /to her line/
What are you doing?
G1: /with teacher's help/
I'm walking.
T: /to her line/
Are you walking fast or slowly?
G1: /with teacher's help/
I'm walking fast.
A: /to her line/
What are you doing?
G2: /with aide's help/
I'm running.
A: /to her line/
Are you running fast or slowly?
G2: /with aide's help/
I'm running fast.

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UNIT III - SPANISH CIRCLE 23

*Enfoque Linguístico -

el carro
¿Cómo va +el autobús+?
etc.

Despacio. Ligero.

la mesa
Alrededor de +la silla+.
etc.

¿Hasta dónde va?

la ventana
Hasta +la puerta +.
etc.

¿Qué vas a imitar?

Un tren
+Un camión+.
etc.

*Enfoque Conceptual - Relaciones espaciales, Gradación
*Materiales - carro, autobús, tren, camión

*Linguistic Focus -

car
How is the +bus+ going?
etc.

Slowly. Fast.

table
Around the +chair+.
etc.

Where is it going?

window
To the + door +.
etc.

What are you going to imitate?

train
A +truck+.
etc.

*Conceptual Focus - Spatial relations, Seriation
*Materials - car, bus, train, truck

La maestra mostrará a los niños varios juguetes como carros, trenes y camiones. Después de que los niños los identifiquen, colocará uno de los juguetes sobre una mesa y lo hará caminar, primero despacio y luego ligero en determinada dirección.

M: /mientras camina el carro despacio alrededor de la mesa/
El carro va despacio alrededor de la mesa.
¿Cómo va el carro?
C: Despacio.
M: ¿Por dónde va?
C: Alrededor de la mesa.

The teacher will show the children several toys, such as cars, trains and trucks. After the children have identified them, she places one of the toys on top of the table and pushes it, first slowly and then fast, always in one direction at a time.

T: /while pushing the car slowly around the table/
The car is going slowly around the table.
How is the car going?
C: Slowly.
T: Where is it going?
C: Around the table.
T: /while pushing the car

M: /mientras camina el carro ligero hasta la puerta/ El carro va ligero hasta la puerta. ¿Cómo va el carro?
C: Ligero.
M: ¿Hasta dónde va?
C: Hasta la puerta.

La maestra procederá del mismo modo con los otros juguetes tratando de que los niños noten la diferencia entre despacio, ligeto y la dirección. Después de la actividad, la maestra invitará a los niños a imitar los juguetes de los cuales han estado hablando. La maestra dará el ejemplo invitando a varios niños a imitar un tren junto con ella.

M: Vamos a imitar un tren. El tren va ligero hasta la pizarra. ¿Cómo va el tren?
Ns: Ligero.
M: ¿Hasta dónde va?
Ns: Hasta la pizarra.

Después de la actividad la maestra invitará a otros niños a imitar los vehículos que ellos deseen.

M: ¿Qué vas a imitar?
N1: Un camión.
M: ¿Cómo va el camión?
N1: Despacio.
M: ¿Hasta dónde va?
N1: Hasta la ventana.

Luego unos niños se harán las preguntas entre sí para que practiquen el diálogo. La maestra ayudará cuando lo crea necesario.

N1: ¿Qué vas a imitar?
N2: Un autobús.
N1: ¿Cómo va el autobús?
N2: Despacio.
N1: ¿Hasta dónde va?
N2: Hasta la ventana.

fast to the door/ The car is going fast to the door. How is the car going?
C: Fast.
T: Where is it going?
C: To the door.

The teacher will continue the activity with the other toys so the children may become aware of the concepts of direction and of the difference between slow and fast. After the activity, the teacher encourages the children to imitate the toys they have been using. The teacher will give the example while inviting several children to join in imitating a train with her.

T: We're going to imitate a train. The train is going fast to the blackboard. How is the train going?
Ps: Fast.
T: Where is it going?
Ps: To the blackboard.

After this demonstration, the teacher will allow the others to imitate the vehicles they choose.

T: What are you going to imitate?
P1: A truck.
T: How is the truck going?
P1: Slowly.
T: Where is it going?
P1: To the window.

Then various children will practice the dialogue among themselves, the teacher helping only when necessary.

P1: What are you going to imitate?
P2: A bus.
P1: How is the bus going?
P2: Slowly.
P1: Where is it going?
P2: To the window.

UNIT IV - SPANISH CIRCLE 24

*Enfoque Linguístico -

Cuántas bolas
¿+Cuántos tractores+ hay en la
etc.

caja?

Un carro — Una bola
+Dos tractores+. — +Dos bolas+.
etc. — etc.

una — una
Tengo +uno+. — Tiene +uno+.
dos — dos

Rosa — una bola
+Luis,+ coloca +dos muñecas+
etc. — etc.

en la caja.

*Enfoque Conceptual - Gradación
*Materiales - bolas, tractores,
bloques, muñecas

La maestra, haciendo uso del mayor número posible de pares de objetos diferentes, como bloques, bolas, tractores, etc., los mostrará a los niños insistiendo cada vez en el concepto de uno y dos. Mostrando uno sólo hará que los niños lo observen. Luego mostrando dos hará que observen otra vez.

M: /mostrando una bola/
Una bola.
/mostrando un tractor/
Un tractor.
/mostrando un tractor en cada mano/
Dos tractores.

Después invitará a los niños a colocarse en rueda, de pie.

*Linguistic Focus -

balls
How many +tractors+ are in the
etc.

box?

One car — One ball
+Two tractors+. — +Two balls+.
etc. — etc.

one — one
I have + +. — He has + +.
two — two

Rosa — one ball
+Luis,+ put +two dolls+ in the
etc. — etc.

box.

*Conceptual Focus - Seriation
*Materials - balls, tractors,
blocks, dolls

Making use of the greatest possible number of paired objects, such as blocks, balls, tractors, etc., the teacher will show them to the class while emphasizing the concept of "oneness" and "twoness". First showing one object alone and then showing two paired objects, she asks the children to observe them.

T: /showing a ball/
A ball.
/showing a tractor/
A tractor.
/showing one tractor in each hand/
Two tractors.

The teacher will then ask the children to stand in a circle.

La maestra pasará frente a los niños y les irá entregando unas veces un juguete y otras veces dos. Hará la pregunta dirigiéndose unas veces al que tiene el objeto y otras veces a otro niño y algunas veces a la clase completa.

M: ¿Cuántos bloques tienes?
N1: Tengo dos.
M: ¿Cuántos carros tiene (Ana)?
N2: Tiene uno.
M: ¿Cuántas muñecas tiene (Luis)?
C: Tiene dos.

Colocando una caja frente al grupo pedirá a distintos niños que pongan dentro o saquen los juguetes.

M: (Juan), coloca dos carros en la caja.

Cuando el niño lo haya hecho dará otra sugerencia.

M: (Ana), saca un tractor de la caja.
(Luis), coloca un tractor en la caja.

Si la maestra lo cree oportuno interrogará a la clase sobre el número de objetos que hay en la caja.

M: ¿Cuántos tractores hay en la caja?
C: Dos tractores.

Por último la maestra pedirá a varios niños que den las indicaciones y hagan las preguntas, ayudándolos cuando lo crea necesario.

N1: (Rosa), coloca dos muñecas en la caja.
N2: ¿Cuántas muñecas hay en la caja?
N3: Dos muñecas.

She walks back and forth in front of them, randomly passing out one or two toys to different children. Directing the questions at times to the child who has the object or objects, then to another child, or a times to the complete class, she asks them about the objects.

T: How many blocks do you have?
P1: I have two.
T: How many cars does (Ana) have?
P2: She has one.
T: How many dolls does (Luis) have?
C: He has two.

Placing a box in front of the group, the teacher will ask different children to put in or take out the toys.

T: (Juan), put two cars in the box.

When the child has carried out the direction, she gives another.

T: (Ana), take one tractor out of the box.
(Luis), put one tractor in the box.

If the teacher feels that this is going well, she could question the children about the number of objects that are in the box.

T: How many tractors are in the box?
C: Two tractors.

Last the teacher will ask several children to give the directions and ask the questions while she helps when necessary.

P1: (Rosa), put two dolls in the box.
P2: How many dolls are in the box?
P3: Two dolls.

UNIT IV - ENGLISH CIRCLE 23

*Linguistic Focus -

It's a + tractor / bus +.

I'm + pushing / pulling + a + tractor / bus +.

I'm + pushing / pulling + it + fast / slowly +.

*Conceptual Focus -
Identification, Seriation

*Materials -
buses, cars, trucks, tractors, with string tied to the front of each

---

The aide and teacher give each child in the circle either a car, a bus, a truck or a tractor. The aide holds up a tractor and guides each pupil who has a tractor to hold up their own tractor. After the aide asks, What's this? The teacher responds and helps the class to respond. Then, the aide helps the tractor group ask, What's this? The teacher again helps the class respond appropriately.

A: /holding up a tractor/
What's this?
T: /modeling response/
It's a tractor.
C: It's a tractor.
G1: /each holding up a tractor and with aide's help/
What's this?
T: /modeling response/
It's a tractor.
C: It's a tractor.

The activity continues, using the buses, trucks and cars.

While the aide pushes a bus toward the bus group, she says, Push a bus. What are you doing? The teacher helps the bus group push their buses toward the aide and say, I'm pushing a bus.

A: /pushing a bus and to bus group/
Push a bus.
What are you doing?
G2: /pushing a bus/
I'm pushing a bus.

The teacher and aide continue the activity with the other groups, having trucks, tractors, or cars. After all of the children have had a turn pushing their toys, the activity is repeated using the verb pull.

Now, the teacher tells the truck group, Pull the truck fast. The aide helps the group pull their trucks fast. The teacher asks each pupil in the truck group, Are you pulling the truck fast or slowly? The aide helps each pupil in the truck group respond appropriately by modeling the correct answer.

T: /to each pupil in the truck group/
Pull the truck fast.
Are you pulling the truck fast or slowly?
A: /pulling truck fast and modeling answer/
I'm pulling it fast.
P1: /pulling truck fast/

I'm pulling it fast.

The activity is repeated as above using the verb push with the truck group. The activity may then be repeated with each of the other three groups, using push and pull.

If the push-pull concept seems difficult for the class, you may wish to repeat this lesson before moving on to English Circle 24.

UNIT IV - SPANISH CIRCLE 25

*Enfoque Linguístico -

Uno, dos, tres.

platos
¿Cuántos +tenedores+ tienes,
cuchillos

Ana
+Juan+?
etc.

Tiene   uno
+   + dos +.
Tengo   tres

*Enfoque Conceptual - Gradación
*Materiales - platos, cuchillos y tenedores

*Linguistic Focus -

One, two, three.

plates
How many +forks + do you have,
knives

Ana
+Juan+?
etc.

I have   one
+You have + two +.
He has   three

*Conceptual Focus - Seriation
*Materials - plates, knives and forks

La maestra contará, en una forma rápida, el cuento de "Los Tres Ositos". Cada vez que nombra tres cosas señalará tres dedos contando, uno, dos, tres, para que los niños observen el órden de los números. Una vez terminado el cuento repartirá a unos niños tres cuchillos y a otros tres tenedores. Pedirá a los niños que tienen cuchillos que vayan levantándolos de uno en uno mientras la clase cuenta con la maestra.

C: /con ayuda de la maestra y mientras levantan los cuchillos uno a uno/
Uno, dos, tres.

En igual forma se procederá con los tenedores para lograr que cuenten de nuevo y entonces hará la pregunta varias veces.

C: /mientras la maestra muestra los tenedores uno a uno/

The teacher will briefly tell the story of "The Three Bears". Each time that she comes across three objects, she will hold up three fingers, counting one, two, three, so the children will become aware of the order of the numbers. When she has finished the story, she will pass out three knives to some children and three forks to others. She asks the children with knives to hold them up one by one while the class counts them with her.

C: /with the teacher's help while holding up the knives one by one/
One, two, three.

They proceed in the same manner with the forks, the children counting again. Then the teacher questions them several times.

C: /as the teacher shows the forks one by one/

Uno, dos, tres.
M: ¿Cuántos tenedores tiene (Juan)?
C: Tres.
M: ¿Cuántos cuchillos tiene (Ana)?
C: Tres.

La maestra mostrará tres platos y pedirá a la clase que cuenten mientras ella va mostrando. Entonces hará de nuevo la pregunta.

C: /mientras la maestra muestra los platos uno a uno/ Uno, dos, tres.
M: ¿Cuántos platos tengo, (Luis)?
N: Tiene tres.

La maestra pedirá a cada niño que pregunte a un compañero cuántos platos, cuchillos o tenedores tiene.

N1: ¿Cuántos platos tienes, (Juan)?
N2: Tengo tres.

Entonces la maestra invitará a un niño a que ayude a la clase a contar los cuchillos o tenedores que otro niño va mostrando uno a uno.

M: (Ana), cuenta con los demás niños los cuchillos de (José).
N1: /mientras un niño muestra tres cuchillos uno a uno y con ayuda de la clase/ Uno, dos, tres.
M: ¿Cuántos cuchillos tiene (José)?
C: Tiene tres.

One, two, three.
T: How many forks does (Juan) have?
C: Three.
T: How many knives does (Ana) have?
C: Three.

The teacher will show three plates and ask the class to count them as she holds them up. She repeats the above question.

C: /as the teacher shows the plates one by one/ One, two, three.
T: How many plates do I have, (Luis)?
P: You have three.

The teacher will then tell each child to ask a classmate how many knives, forks or plates he has.

P1: How many plates do you have, (Juan)?
P2: I have three.

Then the teacher asks a pupil to help the class count the knives or forks which another child is showing one by one.

T: (Ana), count (José's) knives with the class.
P1: /with the class' help while another pupil shows three knives one by one/ One, two, three.
T: How many knives does (José) have?
C: He has three.

UNIT IV - ENGLISH CIRCLE 24

*Linguistic Focus -

I'm + walking / jumping + up / down +.

*Conceptual Focus -
Spatial relations, Seriation

*Materials -
a wide board resting on a block

The aide and teacher help the class sit in a semi-circle, facing an inclined plane such as a wide board resting on a block. As the aide stands at the foot of the inclined plane, the teacher, and then the class, tell her, *Walk up*. The teacher asks the aide, *Are you walking up or down?* The aide responds, *I'm walking up*.

T: /to aide/
Walk up.
C: /to aide and with teacher's help/
Walk up.
T: /to aide/
Are you walking up or down?
A: /walking up/
I'm walking up.

As the aide stands at the top of the inclined plane, the teacher, and then the class, tell her, *Jump down*. The teacher asks the aide, *Are you jumping up or down?* The aide responds, *I'm jumping down*.

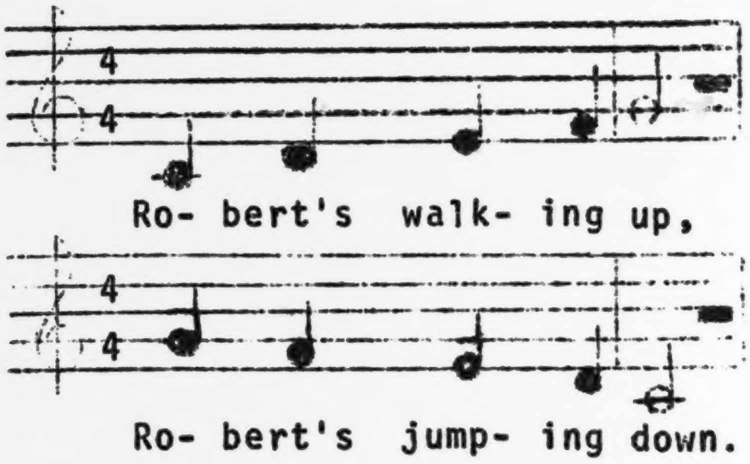
T: /to aide/
Jump down.
C: /to aide and with teacher's help/
Jump down.
T: /to aide/
Are you jumping up or down?
A: /jumping down/
I'm jumping down.

Now, individual pupils, one at a time, walk up the inclined plane and then jump down, as the class continues to give the appropriate directive, with the teacher's help. The teacher continues to ask the questions, while the aide helps the child respond appropriately.

C: /to pupil and with teacher's help/
Walk up.
T: /to pupil/
Are you walking up or down?
P1: /with aide's help/
I'm walking up.
C: /to same pupil and with teacher's help/
Jump down.
T: /to pupil/
Are you jumping up or down?
P1: /with aide's help/
I'm jumping down.

The activity continues until everyone has had a turn.

Now, the aide chooses one pupil at a time to walk up and jump down off the inclined plane while the teacher sings and then helps the class sing, *Robert's walking up, Robert's jumping down*.


Ro- bert's walk- ing up,
Ro- bert's jump- ing down.

The activity continues until all the pupils have had a turn.

UNIT IV - SPANISH CIRCLE 26

*Enfoque Linguístico -

Uno, dos, tres, cuatro.

 Ana
+Juan,+ toca al grupo que tie-
 etc.

      dos
ne +cuatro+ bloques.
     etc.

¿Cuántos bloques hay aquí?

*Enfoque Conceptual - Gradación
*Materiales - bloques, carros, lápices y otros objetos conocidos

*Linguistic Focus -

One. two, three, four.

 Ana
+Juan,+ touch the group of
 etc.

 two
+four+ blocks.
 etc.

How many blocks are here?

*Conceptual Focus - Seriation
*Materials - blocks, cars, pencils and other familiar objects

---

La maestra le dará a cada niño tres bloques y los invitará a contarlos junto con ella.

M: /mostrando los bloques uno a uno/
Uno, dos, tres.
C: /junto con la maestra/
Uno, dos, tres.
M: ¿Cuántos bloques son?
C: Tres.

La maestra se acercará a cada niño y contará los bloques que tiene; cuando haya contado tres le entregará otro, diciendo, cuatro. Luego invitará al niño para que cuente con ella los cuatro bloques. La maestra interrogará al niño sobre el número de bloques que tiene.

M: /contando los bloques de un niño y añadiendo otro/
Uno, dos, tres... cuatro.
N1: /con ayuda de la maestra/
Uno, dos, tres, cuatro.

The teacher will give each child three blocks and then will ask the class to count the blocks with her.

T: /showing the blocks one by one/
One, two, three.
C: /together with the teacher/
One, two, three.
T: How many blocks are there?
C: Three.

The teacher will approach each child and count the blocks he has. As she reaches the number four she will give him another block, saying the number four. Then she will invite each child to count the four blocks with her, later asking him the number of blocks he has.

T: /counting the child's blocks and adding another/
One, two, three... four.
P1: /with the teacher's help/
One, two, three, four.

M: ¿Cuántos bloques tienes?
N1: Cuatro.

La maestra repartirá cuatro objetos conocidos como carros, lápices, etc., a cada niño, contándolos al dárselos. Luego los interrogará individualmente.

M: /contando cuatro carros mientras se los entrega a un niño/
¿Cuántos carros tienes?
N1: Cuatro.

La maestra hará entonces diferentes grupos de bloques. Uno con un solo bloque, otro con dos, otro con tres y otro con cuatro. Los niños con la maestra contarán los bloques que hay en cada grupo. Un niño ayudado por la maestra interrogará a la clase sobre el número de bloques.

N: /señalando un grupo de tres bloques y con ayuda de la maestra/
¿Cuántos bloques hay aquí?
C: Tres.

La maestra pedirá a distintos niños que se acerquen y toquen el grupo de bloques que ella indique.

M: (Juan), toca el grupo que tiene tres bloques.

Luego pedirá a un niño que escoja un compañero para que toque los bloques. Las indicaciones serán dadas por el niño.

N: (Ana), toca el grupo que tiene dos bloques.

Esto se repetirá mientras se mantenga el interés de la clase.

T: How many blocks do you have?
P1: Four.

The teacher will pass out four familiar objects such as cars, pencils, etc., to each child, counting them as she passes them out. Then she will question the children individually.

T: /counting four cars as she hands them to the child/
How many cars do you have?
P1: Four.

The teacher will divide the blocks into groups of one block, a group of two blocks, another of three blocks and another of four blocks. The children will count the blocks in each group with the teacher, then the teacher will help a pupil question the class about the number of blocks.

P: /with the teacher's help as he points to a group of three blocks/
How many blocks are here?
C: Three.

The teacher will ask different children to approach and touch the group of blocks which she indicates.

T: (Juan), touch the group of three blocks.

She then calls on a pupil to choose a classmate to touch the blocks, and the pupil gives the command.

P: (Ana), touch the group of two blocks.

This should be continued as long as the children maintain an interest.

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UNIT IV - ENGLISH CIRCLE 25

*Linguistic Focus -

It's +up down+.

Put your +head hand foot+ up down+.

Is your hand +up down+?

*Conceptual Focus -
Spatial relations with parts of the body, Seriation

*Materials -
None

After the pupils sit down in a circle, the teacher tells the aide, and then the class, Put your hand up. After the aide puts her hand up, she helps the class do the same. The teacher asks the aide, and then the class, Is your hand up or down? After the aide responds, It's up, she helps the class respond.

T: /to aide/
Put your hand up.
/to class/
Put your hand up.
/to aide/
Is your hand up or down?
A: /with hand up, after helping class put their hands up/
It's up.
T: /to class/
Is your hand up or down?
C: /with hand up and with aide's help/
It's up.

The activity continues with the teacher telling the aide, and then the class, Put your hand down. After the aide puts her hand down, she helps the class do the same. The teacher asks the aide, and then the class, Is your hand up or down? After the aide responds, It's down, she helps the class respond.

T: /to aide/
Put your hand down.
/to class/
Put your hand down.
/to aide/
Is your hand up or down?
A: /with hand down/
It's down.
T: /to class/
Is your hand up or down?
C: /with hand down and with aide's help/
It's down.

The activity continues with the teacher telling the aide, class, groups and individuals, to each put his head or foot up or down. The teacher continues to ask whether the body part is up or down while the aide continues to help the class respond appropriately.

After the teacher and aide tell the class to stand up, they sing and pantomime a simplified game of "Hokey Pokey" while the pupils watch. Then they help the pupils sing and pantomime the game with them.

T&A: /to class/
Stand up.

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/singing and pantomiming/
Put your hand up,
put your hand down,
put your hand up,
and shake it all around.

C: /with teacher and aide's help/
Put your hand up,
put your hand down,
put your hand up,
and shake it all around.

Continue the game with head and foot.

Now, the class sits down in a circle and the aide steps out of sight but within hearing distance. She puts her hand up, and the teacher helps the class ask the aide, *Is your hand up?* The aide steps into view and says, *Yes. It is. It's up.*

T: /to aide and modeling question/
Is your hand up?
C: /with teacher's help/
Is your hand up?
A: /showing that her hand is up/
Yes. It is. It's up.

The activity continues, having the aide put her hand up or down while out of sight. The teacher continues to help the class ask the aide, *Is your hand up?* or sometimes, *Is your hand down?* The aide responds appropriately.

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UNIT IV - SPANISH CIRCLE 27

*Enfoque Linguístico -

peras
¿Cuántas +cerezas+ tienes?
etc.

dos
Tengo +tres+.
etc.

peras
¿Quién tiene más +manzanas+,
etc.

Luis Ana
+José+ o +Juan+?
etc. etc.

Ana
+Juan+ tiene más.
etc.

*Enfoque Conceptual - Gradación
*Materiales - cerezas, peras, manzanas

La clase se dividirá en dos grupos, uno con la maestra auxiliar y otro con la maestra. Cada grupo se sentará en el piso en forma de círculo. A cada niño se le dará diferente número de frutas como cerezas, peras y manzanas. El número será entre uno y cuatro. Después que se le hayan dado las frutas a cada niño, la maestra les preguntará uno a uno cuántas frutas tienen.

M: ¿Cuántas frutas tienes?
N1: Tengo tres.

Así procederá hasta haberles preguntado a todos. Luego la

*Linguistic Focus -

pears
How many +cherries+ do you have?
etc.

two
I have +three+.
etc.

pears Luis
Who has more +apples+, +José+
etc. etc.

Ana
or +Juan+?
etc.

Ana
+Juan+ has more.
etc.

*Conceptual Focus - Seriation
*Materials - cherries, pears, apples

The class is divided into two groups, one with the aide and one with the teacher. Each group sits on the floor in a circle and each child is given between one and four fruits, such as cherries, pears and apples. After all the children have been given their fruits, the teacher asks each child one by one how many fruits he has.

T: How many fruits do you have?
P1: I have three.

The teacher continues until every one has been questioned.

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maestra interrogará a los niños en relación a la cantidad de frutas que tenga cada uno. También interrogará al grupo sobre cuál niño tiene más frutas. Se les preguntará a los niños por una sola clase de frutas cada vez.

M: /a un niño que tiene cuatro cerezas/
¿Cuántas cerezas tienes?
N1: Tengo cuatro.
M: /a otro niño que tiene tres cerezas/
¿Cuántas cerezas tienes?
N2: Tengo tres.
M: /al grupo/
¿Quién tiene más cerezas, (Juan) o (Ana)?
G1: /con ayuda de la maestra/
(Juan) tiene más.

Luego los niños serán invitados a hacer las preguntas a sus compañeros. La maestra ayudará cuando lo crea necesario.

N1: /a un niño de su grupo que tiene dos peras/
¿Cuántas peras tienes?
N2: Tengo dos.
N1: /a otro niño de su grupo que tiene tres peras/
¿Cuántas peras tienes?
N3: Tengo tres.
N1: ¿Quién tiene más peras, (Luis) o (Rosa)?
G1: (Rosa) tiene más.

Then she questions the children about the quantity of fruit each child has and who has more fruit asking about one class of fruit each time.

T: /to a child who has four cherries/
How many cherries do you have?
P1: I have four.
T: /to another child who has three cherries/
How many cherries do you have?
P2: I have three.
T: /to group/
Who has more cherries, (Juan) or (Ana)?
G1: /with the teacher's help/
(Juan) has more.

Later, a pupil will be chosen to ask the questions of his classmates, the teacher helping him when she thinks it necessary.

P1: /to a child in his group who has two pears/
How many pears do you have?
P2: I have two.
P1: /to another child in his group who has three pears/
How many pears do you have?
P3: I have three.
P1: Who has more pears, (Luis) or (Rosa)?
G1: (Rosa) has more.

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UNIT IV - ENGLISH CIRCLE 26

*Linguistic Focus -

```
                 a block
I'm touching +the window+.
                 the door

       a block
Touch +the window+.
       the door

        door
To the +      +.
        window
```

*Conceptual Focus -
Identification of objects,
Directions

*Materials -
a block for each pupil, a window and a door

The aide and teacher help the class form a semi-circle near a window and a door. The teacher and aide give each child one block. The teacher tells the class, Touch a block. As everyone touches a block, the teacher asks, What are you doing?, and the aide helps the class respond, I'm touching a block.

T: /to class/
Touch a block.
What are you doing?
C: /each touching a block and with aide's help/
I'm touching a block.

After the blocks are collected, the aide and then the class, with the aide's help, tell the teacher to touch the door. As she touches the door, the aide asks, What are you doing?, and the teacher responds, I'm touching the door.

A: /to teacher/
Touch the door.
C: /to teacher and with aide's help/
Touch the door.
A: /to teacher/
What are you doing?
T: /touching door/
I'm touching the door.

The activity continues with the aide and class telling groups and individuals, Touch the door. The aide continues to ask, What are you doing? and the teacher helps the groups and individuals respond, I'm touching the door.

A&C: /to group/
Touch the door.
A: /to group/
What are you doing?
G1: /touching door and with teacher's help if necessary/
I'm touching the door.

The entire activity is now repeated as above using a window.

Then, the teacher tells the aide, Walk to the door. While the aide is walking, the teacher asks, Where are you walking?, and the aide replies, To the door. Next, the teacher tells the aide, Walk to the window. While the aide is walking, the teacher asks, Where are you walking? and the aide replies, To the window.

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T: /to aide/
Walk to the door.
Where are you walking?
A: /walking to the door/
To the door.
T: Walk to the window.
Where are you walking?
A: /walking to the window/
To the window.

Now, the teacher says to groups and individuals, *Walk to the window*, or *Walk to the door.* As they are walking, the teacher continues to ask, *Where are you walking?*, and the aide helps the group or individual respond appropriately.

T: /to group/
Walk to the door.
Where are you walking?
G1: /walking to door and with aide's help/
To the door.

This activity is repeated having the aide and then groups and individuals run to the window or door and respond to the teacher's questions.

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UNIT IV - SPANISH CIRCLE 28

*Enfoque Linguístico -

Uno, dos, tres, cuatro, cinco.
Una mano.

¿+Cuántos/Cuántas + bloques/cuentecitas/etc. + hay en la mesa?

+Hay/Tengo+ cinco.

*Enfoque Conceptual - Gradación
*Materiales - bloques, cuentecitas, papeles, lápices, etc.

*Linguistic Focus -

One, two, three, four, five.
A hand.

How many +blocks/beads/etc. + are there on the table?

+There are/I have+ five.

*Conceptual Focus - Seriation
*Materials - blocks, beads, pieces of paper, pencils, etc.

Se iniciará una conversación con los niños sobre sus manitas, haciéndoles la indicación de que las deben tener muy limpias, para llevarlos a observar su propia mano. Al hacerlo contarán sus deditos con ayuda de la maestra y ésta hará la pregunta.

M: Contemos cuántos deditos hay en la mano.
N: /con ayuda de la maestra/ Uno, dos, tres, cuatro, cinco.
M: ¿Cuántos deditos tienes en tu mano?
N: Tengo cinco.

En hojas de papel la maestra y auxiliar ayudarán a los niños a dibujar su manita. Una vez hecho el dibujo, la maestra preguntará a los niños qué dibujaron. Cada niño contará los dedos en el dibujo con ayuda de la maestra, y la maestra preguntará

The teacher will begin a conversation with the children about their hands by explaining to them that they should keep them clean. This will attract the child's attention to his hands and he will look at them. The teacher will then help the children count their fingers and will ask them how many fingers they counted.

T: Let's count the fingers on a hand.
P: /with the teacher's help/ One, two, three, four, five.
T: How many fingers do you have on your hand?
P: I have five.

The teacher and aide will help the children to trace their hands on sheets of paper. When they have finished the drawing, the teacher will ask them what they drew. Each child will count the number of fingers in his drawing and the teacher asks him how many cuántos dedos hay en la mano.

M: ¿Qué dibujaron?
C: Una mano.
M: ¿Cuántos dedos hay en la mano?
C: Hay cinco.

La maestra mostrando su mano contará los dedos en alta voz y luego hará la pregunta.

M: /mostrando sus dedos mientras los cuenta/
Uno, dos, tres, cuatro, cinco.
¿Cuántos dedos hay en mi mano?
C: Hay cinco.

La maestra invitará a los niños a que la ayuden a contar, mientras coloca sobre la mesa, cinco cuentecitas. Luego guiará a un niño para que pregunte.

M: Contemos las cuentecitas.
C: /con ayuda de la maestra/
Uno, dos, tres, cuatro, cinco.
N1: ¿Cuántas cuentecitas hay en la mesa?
N2: Cinco.

Esto lo repetirá con bloques y otros objetos que tenga a mano, como papeles y lápices. La maestra tratará que el mayor número posible de niños intervenga haciendo preguntas.

there are.

T: What did you draw?
C: A hand.
T: How many fingers do you have on a hand?
C: There are five.

The teacher holds up her hand while counting her fingers in a loud voice. Then she questions the class.

T: /holding up her fingers as she counts them/
One, two, three, four, five.
How many fingers are there on my hand?
C: There are five.

The teacher asks the children to help her count the five beads which she places on the table. Then the teacher helps a child ask the question.

T: Let's count the beads.
C: /with the teacher's help/
One, two, three, four, five.
P1: How many beads are there on the table?
P2: Five.

This will be repeated with blocks and other objects which may be on hand, e.g. pieces of paper or pencils. The teacher encourages the greatest number of pupils possible to practice asking questions.

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A Bilingual Oral Language and Conceptual Development Program for Spanish Speaking Pre-School Children

UNIT IV - ENGLISH CIRCLE 27

*Linguistic Focus -

+To/Around+ the +box/block+.

Where are you walking?

*Conceptual Focus -
Directions, Identification of an object

*Materials -
a block and a box

The teacher tells the class, Stand up. The teacher and the aide begin to walk around the circle, telling the class to walk and guiding them to follow. While the class is walking, the teacher asks, What are you doing?, and the aide helps the class respond, I'm walking.

T: /to class/
Stand up.
T&A: /while walking around the circle and to class/
Walk.
T: /to class/
What are you doing?
C: /with aide's help/
I'm walking.

The activity continues, using run and jump.

Now, the aide tells the class, Sit down, and she places a block in the center of the circle area. She says to three or four pupils, Run to the block, Where are you running? The small group responds, To the block, with the teacher's help.

A: /to class/
Sit down.
/to 3 or 4 pupils/
Run to the block.
Where are you running?
G1: /running to the block/
To the block.

The activity continues, using a box instead of the block and having other small groups walk and jump to the box.

Now, the teacher tells the aide, Jump around the box. As the aide jumps around the box, the teacher asks, Where are you jumping? and the aide responds, Around the box.

T: /to aide/
Jump around the box.
Where are you jumping?
A: /jumping around the box/
Around the box.

The teacher chooses groups and then, individuals to walk, run or jump around the box. The aide helps the groups and individuals respond to the teacher's directives and questions.

T: /to group of 3 or 4 pupils/
Walk around the box.
G1: /with aide's help/
Around the box.

Finally, the teacher tells groups and then individuals to walk, jump or run to or around a block. As the teacher directs and questions the groups and individuals, the aide helps them respond.

T: /to group/
Jump to the block.
Where are you jumping?

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G1: /jumping to the block and
with aide's help/
To the block.
T: /to same group/
Jump around the block.
Where are you jumping?
G1: /jumping around block
and with aide's help/
Around the block.

Now, the aide walks to the box, from the box to a block and then from the block back to the box. Each time that she begins to walk, the teacher helps the class ask her, *Where are you walking?* The aide responds appropriately each time.

T: /to aide and modeling
question/
Where are you walking?
C: /with teacher's help/
Where are you walking?
A: /walking to box/
To the box.
T: /to aide and modeling
question/
Where are you walking?
C: /with teacher's help/
Where are you walking?
A: /walking to block/
To the block.
T: /to aide and modeling
question/
Where are you walking?
C: /with teacher's help/
Where are you walking?
A: /walking to box/
To the box.

NOTE: When the pupils are asked to jump in lessons 27 and 28, this means that they should make a series of little jumps to or around the indicated person or object.

UNIT IV - SPANISH CIRCLE 29

*Enfoque Linguístico -

Uno, dos, tres, cuatro, cinco.

      uno
Hay +cinco+.
      etc.

*Enfoque Conceptual - Gradación
*Materiales - bloques, copias de papel que se acompaña

*Linguistic Focus -

One, two, three, four, five.

        is one
There +are five+.
        etc.

*Conceptual Focus - Seriation
*Materials - blocks, copies of the paper which accompanies the lesson

---

A cada niño se le darán cinco bloques cúbicos pequeños para contar. Los niños serán invitados a contarlos de acuerdo al número que la maestra diga. Los números se cubrirán hasta el cinco en diferente orden.

M: Contemos tres.
C: /contando tres bloques/ Uno, dos, tres.
M: Contemos uno.
C: /contando un bloque/ Uno.
M: Contemos cinco.
C: /contando cinco bloques/ Uno, dos, tres, cuatro, cinco.

Se proveerá a cada niño de una copia del papel que se acompaña. Los niños tendrán que marcar con una crayola el grupo de objetos que corresponda al número que la maestra diga. Esta vez la maestra dirá los números en orden del uno al cinco. Cuando los niños hayan marcado el grupito correspondiente, la maestra les preguntará por la cantidad de objetos en el grupito.

Five small blocks will be given to each child to use for counting. The children will then be invited to count them, counting up to the number which the teacher gives. The total counted will never be more than five, but the order of the totals may vary.

T: Let's count to three.
C: /counting three blocks/ One, two, three.
T: Let's count to one.
C: /counting one block/ One.
T: Let's count to five.
C: /counting five blocks/ One, two, three, four, five.

A sheet of the paper prepared for this lesson will be given each child. The children should then mark with a crayon the group of objects which corresponds to the number given by the teacher, this time the teacher will give the numbers in order, one to five. As the children mark each group, she will ask them for the number of objects in the group marked.

M: Hagamos una marca en el cuadrito que tiene un dibujo. ¿Cuántos ositos hay?	T: Let's make a mark in the box which has one drawing. How many bears are there?
C: Hay uno.	C: There is one.
M: Hagamos una marca en el cuadrito que tiene dos dibujos. ¿Cuántas sillas hay?	T: Let's make a mark in the box which has two drawings. How many chairs are there?
C: Hay dos.	C: There are two.
Esta actividad continuará hasta llegar al número cinco.	This activity is continued until the number five is reached.

UNIT IV - ENGLISH CIRCLE 28

*Linguistic Focus -

$+\begin{array}{c}\text{To}\\\text{Around}\end{array}+$ the $+\begin{array}{c}\underline{\text{table}}\\\underline{\text{chair}}\end{array}+$.

*Conceptual Focus -
Directions, Identification of objects

*Materials -
a table and a chair

The aide chooses one pupil to sit in the middle of the circle area. The teacher tells groups of three or four pupils, *Jump to Robert*, and then, *Jump around Robert*. As the groups, with the aide's help, follow each directive, the teacher asks, *Where are you jumping*? The aide helps the groups respond appropriately.

T: /to group of 3 or 4 pupils/
Jump to Robert.
Where are you jumping?
Gl: /jumping to Robert and with aide's help/
To Robert.
T: /to same group/
Jump around Robert.
Where are you jumping?
Gl: /jumping around Robert and with aide's help/
Around Robert.

Next, the aide and teacher position the class around a table. The teacher directs the aide, and then groups, using *jump, run* or *walk* to the table and then *around* the table. The teacher continues to ask, *Where are you jumping, running or walking*? The aide helps the groups respond appropriately.

T: /to aide/
Jump to the table.
Where are you jumping?
A: /jumping to table/
To the table.
T: /to aide/
Jump around the table.
Where are you jumping?
A: /jumping around table/
Around the table.
T: /to group of 3 or 4 pupils/
Jump to the table.
Where are you jumping?
Gl: /jumping to the table and with aide's help/
To the table.
T: /to same group/
Jump around the table.
Where are you jumping?
Gl: /jumping around the table and with aide's help/
Around the table.

The same activity is repeated, using a chair.

Now, using a chair and a table, the teacher says to groups, *Jump to the table*, and then *Walk to the chair*. The aide helps the groups follow the directions and answer appropriately when the teacher asks them where they are jumping or walking.

T: /to group of 3 or 4 pupils/
Jump to the table.
Where are you jumping?
Gl: /jumping to the table and with aide's help/
To the table.
T: /to same group/
Walk to the chair.

Where are you walking?
GI : /walking to chair and with aide's help/
To the chair.

The activity continues, having groups jump and walk around the table and chair.

UNIT IV - SPANISH CIRCLE 30

*Enfoque Linguístico -

Uno, dos, tres, cuatro, cinco.
¿Cuántas cuentecitas hay?

tres
Hay +cinco+. Ninguna.
etc.

dos
Tiene +cuatro+.
etc.

¿De qué color son?

Rojas
+Verdes+.
etc.

*Enfoque Conceptual - Gradación

*Materiales - una caja, cuentecitas rojas, verdes, azules, amarillas, blancas y negras

La maestra pedirá a los niños que cuenten con ella varias cuentecitas mientras las guarda en una cajita.

M: Contemos las cuentecitas que voy a guardar en esta cajita.
MyC: Uno, dos, tres, cuatro, cinco.
M: ¿Cuántas cuentecitas hay?
C: Hay cinco.

La maestra entonces dará tres cuentecitas a un niño y dos a otro contándolas. Hará que los niños observen lo anterior para interrogarlos sobre el número de cuentecitas que tiene cada niño.

*Linguistic Focus -

One, two, three, four, five.
How many beads are there?

three
There are +five +. None.
etc.

She has + two
+He has + four+.
etc.

What color are they?

Red
+Green+.
etc.

*Conceptual Focus - Seriation

*Materials - a box, red, green, blue, yellow, white and black beads

---

The teacher asks the children to count several beads with her as she places them in a box.

T: Let's count the beads that I'm going to put in this box.
T&C: One, two, three, four, five.
T: How many beads are there?
C: There are five.

The teacher will then give three beads to one child and two to another, counting the beads as she hands them out. She has the class watch as she does so, so she may later question them about the number of beads each child has.

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M: /entregando tres cuentecitas a un niño/ Uno, dos, tres. ¿Cuántas cuentecitas tiene (Ana)?	T: /giving three beads to a child/ One, two, three. How many beads does (Ana) have?
C: Tiene tres.	C: She has three.
M: /entregando dos cuentecitas a otro niño/ Uno, dos. ¿Cuántas cuentecitas tiene (Juan)?	T: /giving two beads to another child/ One, two. How many beads does (Juan) have?
C: Tiene dos.	C: He has two.
La maestra con los niños contará otro grupo de cuentecitas, cuatro rojas y una azul y las depositará sobre la mesa. La maestra hará preguntas individuales sobre el número de cuentecitas que han contado.	The teacher and the children together will count another group of beads, four red and one blue, putting them on the table. The teacher will then question individuals about the number of beads counted.
M: (Juan), ¿cuántas cuentecitas rojas hay?	T: (Juan), how many red beads are there?
N1: Cuatro.	P1: Four.
M: (Ana), ¿cuántas cuentecitas azules hay?	T: (Ana), how many blue beads are there?
N2: Una.	P2: One.
M: (José), ¿cuántas cuentecitas verdes hay?	T: (José), how many green beads are there?
N3: Ninguna.	P3: None.
La maestra poniendo cinco cuentecitas sobre la mesa, invitará a un niño para que coloque el número de cuentecitas que desee en la caja y pregunte a la clase cuántas colocó y de qué color son.	The teacher, placing five beads on the table, encourages a pupil to place whatever number of beads he wants in the box and ask the class how many he put in and what color they are.
N1: /colocando tres cuentecitas verdes/ ¿Cuántas cuentecitas hay?	P1: /putting in three green beads/ How many beads are there?
C: Tres.	C: Three.
N1: ¿De qué color son?	P1: What color are they?
C: Verdes.	C: Green.
Esto lo repetirá varias veces con diferentes niños.	This should be repeated with various pupils.

UNIT IV - ENGLISH CIRCLE 29

*Linguistic Focus -

Around +one block / two blocks+.

They're the same.

*Conceptual Focus -
Seriation, Directions
*Materials -
six blocks

The aide places a set of two blocks in the center of the circle area. She places another block by itself elsewhere in the circle area. The teacher has two other blocks on her lap. Holding up one of her own blocks, the teacher says, Here is one block. The aide moves to the one block in the circle area and, pointing to it, asks, How many blocks are there? The teacher says, One, and helps the class say, One. The teacher and aide each hold up one block and say, one at a time, Here is one block. The teacher asks, Are they the same? and the aide helps the class respond, Yes. They're the same.

T: /holding up her block/
Here is one block.
A: /pointing to the block in circle area/
How many blocks are there?
T: /modeling answer/
One.
C: /with teacher's help/
One.
T: /holding up 1 block/
Here is one block.
A: /holding up 1 block/
Here is one block.
T: /to class/
Are they the same?
C: /with aide's help/
Yes. They're the same.

Now, the teacher holds up her two blocks, saying, Here are two blocks. The aide moves to the two blocks in the circle area and asks, How many blocks are there? The teacher says, Two, and helps the class say, Two. Now, the teacher holds up two blocks, and the aide holds up two blocks. The teacher says, Here are two blocks, and the aide says, Here are two blocks. The teacher asks the class, Are they the same?, and the aide helps the class respond, Yes. They're the same.

T: /holding up her 2 blocks/
Here are two blocks.
A: /pointing to the two blocks in the circle area/
How many blocks are there?
T: /modeling answer/
Two.
C: /with teacher's help/
Two.
T: /holding up 2 blocks/
Here are two blocks.
A: /holding up 2 blocks/
Here are two blocks.
T: /to class/
Are they the same?
C: /with aide's help/
Yes. They're the same.

Now, the teacher, holding up one block tells a group of three or four pupils. Walk to one block, Touch one block. How many blocks are you touching? The aide helps the group walk to the one block in the circle area and respond, *One*. Then, the teacher, holding up two blocks, says to the same group, *Walk to two blocks, Touch two blocks, How many blocks are you touching?* The aide helps the group respond, *Two*.

T: /to group of 3 or 4/
Walk to one block.
/after the group finds the one block/
Touch one block.
How many blocks are you touching?
G1: /with aide's help/
One.
T: /to same group/
Walk to two blocks.
Touch two blocks.
How many blocks are you touching?
G1: /with aide's help/
Two.

Now, the aide holding up first one block and then two blocks, tells one pupil, *Walk around one block* and then, *Walk around two blocks.* As the teacher helps the pupil find the right block set, the aide asks, *Where are you walking?* The teacher models the answer and the pupil responds appropriately.

A: /to one pupil/
Walk around one block.
Where are you walking?
T: /modeling answer/
Around one block.
P1: /with teacher's help/
Around one block.
A: /to same pupil/
Walk around two blocks.
Where are you walking?
T: /modeling answer/
Around two blocks.
P1: /with teacher's help/
Around two blocks.

The activity continues giving individual pupils a chance to follow the aide's directives to walk around one or two blocks.

NOTE: The introductory number Lessons 29, 30 and 31 may each be repeated several times, using objects other than blocks, such as crayons.

UNIT IV - SPANISH CIRCLE 31

*Enfoque Linguístico -

Ana
¿Cuántos años tienes, +Luis+?
etc.

cinco
Tengo +cuatro+.
etc.

José tres
+Rosa+ tiene +cuatro+ años.
etc. etc.

*Enfoque Conceptual - Gradación

*Materiales - tarjetas con figuritas en número que represente la edad de cada niño como el dibujo que se acompaña, crayolas

*Linguistic Focus -

Ana
How old are you, +Luis+?
etc.

five
I'm +four+.
etc.

José three
+Rosa+ is +four + years old.
etc. etc.

*Conceptual Focus - Seriation

*Materials - cards like the one that accompanies this lesson on which have been printed a certain number of figures representing each child's age, crayons

---

Se habrán preparado con anticipación unas tarjetitas con figuras que representen la edad de cada uno de los niños del grupo. Una figura por cada año que el niño tenga. Las tarjetitas podrían ser como la muestra que se acompaña. La maestra preguntará a cada niño cuántos años tiene y entregará la tarjetita correspondiente a la edad del niño. El niño será invitado a colorear los dibujos. La maestra y el niño contarán las figuras que hay en la tarjeta.

M: ¿Cuántos años tienes, (Juan)?
N: Tengo cuatro.
M: ¿Puedes contar hasta cuatro?
MyN: /contando las figuras de la tarjeta/
Uno, dos, tres, cuatro.

Some cards with figures representing the ages of each child in the group will have been prepared beforehand. Each figure represents a year of the child's age, the card being similar to the sample which accompanies this lesson. The teacher will ask each child how old he is and then will give him the card with the number of figures corresponding to his age. The pupil will then be asked to color his card and the teacher will count the figures with him.

T: How old are you, (Juan)?
P: I'm four.
T: Can you count to four?
T&P: /counting the figures/
One, two, three, four.

Si un niño no sabe su edad la maestra se la dirá pidiéndole que repita.

M: ¿Cuántos años tienes, (Ana)?
Tienes cuatro.
Dilo, "Tengo cuatro".
N: Tengo cuatro.
M: ¿Puedes contar hasta cuatro?
MyN: /contando las figuras de la tarjeta/
Uno, dos, tres, cuatro.

Cuando las tarjetitas hayan sido coloreadas se prenderán a la ropa de cada niño. Se pedirá a un niño que camine alrededor del círculo y escoja un compañerito al que le hará la pregunta. Este dará la respuesta. La clase dirá luego la edad del niño, usando la oración correspondiente.

N1: ¿Cuántos años tienes, (Ana)?
N2: Tengo cuatro.
M: Digamos, "(Ana) tiene cuatro años".
C: (Ana) tiene cuatro años.

El niño que preguntó se sentará en su lugar mientras el que contestó camina para hacer la pregunta a otro. Los niños seguirán practicando la pregunta hasta que todos hayan participado.

If a child doesn't know his age, the teacher will tell him, asking him to repeat it after her.

T: How old are you, (Ana)?
You are four.
Say it, "I'm four".
P: I'm four.
T: Can you count to four?
T&P: /counting the figures/
One, two, three, four.

When the figures have been colored, the cards will be hung on each child's clothing. One child will be asked to walk around the circle and to pick out a classmate. The first child asks the second child how old he is and this child answers him. The class states the child's age using the appropriate phrase.

P1: How old are you, (Ana)?
P2: I'm four.
T: Let's say, "(Ana) is four years old".
C: (Ana) is four years old.

The child who asked the question will take the second child's place while the second child begins the exercise again and asks the question of another child. The children continue practicing the dialogue until each one has taken a turn.

UNIT V - ENGLISH CIRCLE 30

*Linguistic Focus -

Here is one block.

Here are +two / three / four+ blocks.

They're +the same / not the same+.

*Conceptual Focus -
Seriation, Directions
*Materials -
14 blocks

The aide places a set of two blocks in the center of the circle area. She places another block by itself elsewhere in the circle area. The teacher has two other blocks on her lap. Holding up one of her own blocks, she says, Here is one block. The aide moves to the one block in the circle area and, pointing to it, asks, How many blocks are there? The class responds to the aide's question with the teacher's help, One.

T: /holding up her block/
Here is one block.
A: /pointing to one block in circle area/
How many blocks are there?
C: /with teacher's help/
One.

The activity is repeated, having the teacher hold up two blocks and having the aide point to two blocks in the circle area. The class responds to the aide's question with the teacher's help.

Now, the aide places a set of three blocks in the circle area and apart from the other sets of blocks. The teacher now has three blocks on her lap. The teacher holds up three blocks and says, Here are three blocks. The aide moves to the set of three blocks in the circle area and asks, How many blocks are there? The class responds with the teacher's help, Three.

T: /holding up her 3 blocks/
Here are three blocks.
A: /pointing to 3 blocks in circle area/
How many blocks are there?
C: /with teacher's help/
Three.

The teacher tells a group of three or four pupils, Walk to three blocks. Touch three blocks. How many blocks are you touching? The aide helps the group follow the directions and respond, Three.

T: /to groups of 3 or 4/
Walk to three blocks.
/after the group finds the set of 3 blocks/
Touch three blocks.
How many blocks are you touching?
G1: /with aide's help/
Three.

The touching activity continues,

having several groups of pupils touch the set of three blocks. Then, the teacher tells several groups to touch sets of either one, two or three blocks.

Now, the aide gives one child one block, another child two blocks and a third child three blocks. The teacher does the same to three other pupils. The teacher and aide each help the two pupils who have one block to stand up and say, Here is one block. The teacher asks the class, Are they the same? The aide helps the class say, Yes. They're the same.

T: /modeling statement/
Here is one block.
P1: /with teacher's help/
Here is one block.
A: /modeling statement/
Here is one block.
P2: /with aide's help/
Here is one block.
T: /to class/
Are they the same?
C: /with aide's help/
Yes. They're the same.

The activity is repeated with the pupils who have two blocks and then with the pupils who have three blocks.

The teacher then has one pupil with two blocks and one pupil with three blocks stand up and tell how many they have. The teacher asks, Are they the same? and the aide helps the class answer, No. They're not the same.

T: /modeling statement/
Here are two blocks.
P1: /with teacher's help/
Here are two blocks.
A: /modeling statement/
Here are three blocks.
P2: /with aide's help/
Here are three blocks.
T: /to class/
Are they the same?
C: /with aide's help/
No. They're not the same.

Now, the aide places a set of four blocks in the circle area in addition to the sets of one, two and three blocks. The teacher has four blocks in her lap. The aide points to the sets of one, two and three blocks in the circle area, one set at a time, asking each time, How many blocks are there? The aide helps the class respond appropriately, if necessary. The teacher holds up her four blocks, saying, Here are four blocks. The aide moves to the set of four blocks in the circle area, asking, How many blocks are there? Before the aide says Four, she touches each block, saying, One, two, three, four. She now helps the class repeat her whole response.

Note: In any of the number lessons, if the class does not quickly respond, you may wish to point to each item in the set, counting up to the total number in the set to get the answer. This process is modeled below, using the set of four blocks.

A: /pointing to one block/
How many blocks are there?
C: /with aide's help/
One.
A: /pointing to two blocks/
How many blocks are there?
C: /with aide's help/
Two.
A: /pointing to three blocks/
How many blocks are there?
C: /with aide's help/
Three.
T: /holding up her four blocks/
Here are four blocks.

A: /pointing to 4 blocks
in circle area/
How many blocks are there?
/counting to see how many
herself/
One, two, three, four.
Four.
/to class/
Say, One, two, three, four.
C: /with aide's help/
One, two, three, four.

The touching activity earlier in this lesson may now be repeated, having groups of three or four pupils touch the set of four blocks as well as the sets of one, two and three.

NOTE: The section in Part I on How to Use and Construct Additional Activities will help you in preparing activities to reinforce these language lessons.

UNIT V - SPANISH CIRCLE 32

*Enfoque Linguístico -

Una uva Las uvas
+Una cereza+. +Las ciruelas+.
etc. etc.

¿Cuáles pusiste juntas?
Estas.
¿Por qué?

uvas
Porque todas son +cerezas+.
etc.

*Enfoque Conceptual - Clasificación, Identificación

*Materiales - cerezas, uvas, ciruelas

*Linguistic Focus -

grape grapes
A +cherry+. The +plums +.
etc. etc.

Which ones did you put together?
These.
Why?
Because all of them are

grapes
+cherries+.
etc.

*Conceptual Focus - Classification, Identification

*Materials - cherries, grapes, plums

La maestra dará a los niños tres o cuatro frutas como uvas, cerezas, ciruelas. Tratará de darle a cada niño por lo menos dos frutas de la misma clase. La maestra interrogará a los niños para que identifiquen las frutas.

M: ¿Qué es esto?
N1: Una uva.

La maestra dará el ejemplo agrupando frutas de la misma clase. Después pedirá a los niños que pongan juntas las frutas iguales que tengan. Interrogará a los niños para que den la razón de la agrupación que hicieron.

M: /haciendo un grupo de ciruelas/
Yo pongo todas estas frutas en un grupo.

The teacher will give the children three or four fruits such as grapes, cherries or plums, trying to be sure that each child has at least two like fruits. She then asks the children to identify the fruits they have been given.

T: What is this?
P1: A grape.

The teacher will give the example for grouping all fruits of the same class and will ask the children to place all of the like fruits together. Then she asks them to tell her their reason for grouping the fruits as they did.

T: /grouping the plums/
I put all these fruits in a group.
Which fruits did I put

¿Cuáles frutas puse juntas?
N1: Las ciruelas.
M: (Juan), forma un grupo de frutas que sean iguales. ¿Cuáles pusiste juntas?
N2: Estas.
M: ¿Por qué?
N2: Porque todas son cerezas.

La maestra invitará a unos niños a hacer grupos de frutas. Otros niños harán la pregunta correspondiente.

M: (Ana), forma un grupo de frutas que sean iguales.
N1: /con ayuda de la maestra/ ¿Cuáles pusiste juntas?
N2: Estas.
N1: ¿Por qué?
N2: Porque todas son uvas.

together.
P1: The plums.
T: (Juan), make a group of fruits which are alike. Which ones did you put together?
P2: These.
T: Why?
P2: Because all of them are cherries.

The teacher will ask several children to group the fruits and other children will ask the corresponding question.

T: (Ana), make a group of fruits which are alike.
P1: /with the teacher's help/ Which ones did you put together?
P2: These.
P1: Why?
P2: Because all of them are grapes.

UNIT V - ENGLISH CIRCLE 31

*Linguistic Focus -

One +block
crayon+.

Two
+Three + blocks
crayons+.
Four
Five

*Conceptual Focus -
Seriation

*Materials -
15 blocks and 15 crayons

The aide places sets of one, two, three and four blocks in the center of the circle area, separating the sets from each other. The teacher points to each set, in order, and asks, How many blocks are there? The aide helps the class respond appropriately.

T: /pointing to 1 block/
How many blocks are there?
C: /with aide's help/
One block.
T: /pointing to 2 blocks/
How many blocks are there?
C: /with aide's help/
Two blocks.
T: /pointing to 3 blocks/
How many blocks are there?
C: /with aide's help/
Three blocks.
T: /pointing to 4 blocks/
How many blocks are there?
C: /with aide's help/
Four blocks.

Now, the teacher places a set of five blocks in the circle area and asks the aide and then the class, How many blocks are there? The aide touches each of the blocks, saying, One, two, three, four, five. Five blocks. After the aide responds, she helps the class respond.

T: /to aide and pointing to set of 5 blocks/
How many blocks are there?
A: /modeling answer and pointing/
One, two, three, four, five.
Five blocks.
T: /to class and pointing to five blocks/
How many blocks are there?
A: /to class/
Digan, one, two, three, four, five. Five blocks.
C: /with aide's above help and pointing to each block as the aide holds it up/
One, two, three, four, five. Five blocks.

This activity should be repeated again, using crayons, preferably of the same color.

Now, the teacher gives one child four crayons and another child five crayons. The aide does the same to two other pupils. The teacher and aide help the two pupils tell how many crayons they each have. Then, the teacher asks the class, Are they the same? and the aide helps the class say, No. They're not the same.

P1: /holding 4 crayons/
Here are four crayons.
P2: /holding 5 crayons/
Here are five crayons.
T: /to class/
Are they the same?
C: /with aide's help/
No. They're not the same.

This activity may be continued comparing any two sets of one, two, three, four or five crayons. Different pupils may be given turns.

UNIT V - SPANISH CIRCLE 33

*Enfoque Linguístico -

Un durazno
+Una manzana+.
etc.

El durazno
+ La pera +.
etc.

el durazno
¿Por qué marcaste +la manzana+?
etc.

cerezas
Porque +los otros
las otras+ son +duraznos+.
etc.

*Enfoque Conceptual - Identificación, Clasificación
*Materiales - un durazno, una manzana, una pera y una cereza. Carteles con grupos de frutas de una misma clase a excepción de una. Hojas poligrafiadas con la misma idea.

*Linguistic Focus -

A peach
+An apple+.
etc.

The peach
+The pear +.
etc.

peach
Why did you mark the +apple+?
etc.

Because the other ones are

cherries
+peaches +.
etc.

*Conceptual Focus - Identification, Classification
*Materials - a peach, an apple, a pear and a cherry; posters with groups of fruits all of the same class with one different; mimeographed sheets with the same idea.

La maestra mostrará a los niños diferentes clases de frutas como durazno, manzana, pera y cereza que los niños irán identificando dirigidos por medio de preguntas hechas por la maestra.

M: ¿Qué es esto?
C: Un durazno.
M: ¿Qué es esto?
C: Una manzana.
M: ¿Qué es esto?
C: Una pera.
M: ¿Qué es esto?
C: Una cereza.

Se presentarán carteles en los

The teacher will show the children different types of fruits such as peaches, apples, pears and cherries which the children will identify, the teacher directing them by means of questions.

T: What is this?
C: A peach.
T: What is this?
C: An apple.
T: What is this?
C: A pear.
T: What is this?
C: A cherry.

Posters will be presented, each

que se muestren en un grupo varias frutas de una misma clase y una diferente. La maestra interrogará a los niños para que indiquen cuál de las frutas no pertenece al grupo y por qué. El diálogo se repetirá con cada cartel.

M: /presentando un cartel con varios duraznos y una pera/
¿Cuál no va con estos?
C: La pera.
M: ¿Por qué?
C: /con ayuda de la maestra/ Porque los otros son duraznos.

Luego le dará a los niños copias de papel en las que se presentará la misma idea de los carteles; grupitos de frutas con una diferente y que podrían ser como el que se acompaña. La maestra pedirá a los niños que marquen la que no pertenece al grupo. Algunos niños serán llamados al frente para mostrar su trabajo. Otros niños interrogarán a los primeros con ayuda de la maestra.

M: ¿Por qué marcaste la manzana?
N2: Porque las otras son cerezas.
M: /al mostrar otro niño su trabajo/
(José), pregúntale a (Ana) por qué marcó la pera.
N2: ¿Por qué marcaste la pera?
N3: Porque las otras son manzanas.

poster having several fruits of the same class with one different from the others. The teacher will ask the children to indicate which of the fruits in each group doesn't belong in that group and why. The dialoque is repeated with each poster.

T: /presenting a poster with several peaches and a pear/
Which one doesn't belong?
C: The pear.
T: Why?
C: /with the teacher's help/ Because the other ones are peaches.

Then the teacher gives the children sheets of paper which represent the same idea, groups of fruits with one different from the other, such as the sample sheet which accompanies the lesson. The teacher again asks the children to mark the one which doesn't belong by naming it. Several children will be called to the front to show their work to the class and other children ask them questions, the teacher helping if necessary.

T: Why did you mark the apple?
P2: Because the other ones are cherries.
T: /as another child shows his work/
(José), ask (Ana) why she marked the pear.
P2: Why did you mark the pear?
P3: Because the other ones are apples.

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UNIT V - ENGLISH CIRCLE 32

*Linguistic Focus -

$\text{It's } + \substack{\text{up}\\\text{down}} + .$

$+\frac{\text{On}}{\underline{\text{In}}}+$ the box.

*Conceptual Focus -
Spatial relations, Seriation

*Materials -
a box

After the pupils have formed a circle, the teacher tells the class, *Put one hand up*. When the aide has helped the pupils raise one hand, the teacher asks, *How many hands do you have up?* The aide helps the class respond, *One*. Then, the teacher asks, *Where is your hand?* The aide models the response and then, helps the class respond.

T: /to class/
Put one hand up.
How many hands do
you have up?
C. /with aide's help/
One.
T: /to class/
Where is your hand?
A: /modeling answer/
It's up.
C: /with aide's help/
It's up.

The up activity is repeated, using two hands. Then, repeat the activity using down with both one and two hands.

Next, the teacher puts a box on its side, in the center of the circle area, telling the aide, *Put one hand on the box*, and asking her, *Where is your hand?* The aide responds, *On the box*. Then, the teacher asks, *How many hands do you have on the box?* The aide responds, *One*.

T: /to aide/
Put one hand on the box.
Where is your hand?
A: /putting hand on the box/
On the box.
T: /to aide/
How many hands do you
have on the box?
A: /to teacher/
One.

Now, the teacher tells a group of three or four pupils, *Put one hand on the box*, and asks, *Where is your hand?* The aide models the answer again and then, helps the group respond. The teacher asks, *How many hands do you have on the box?*, and the group responds, *One*, with the aide's help, if necessary.

T: /to group of 3 or 4 pupils/
Put one hand on the box.
Where is your hand?
A: /modeling answer/
On the box.
G: /with aide's help/
On the box.
T: /to same group/
How many hands do you
have on the box?
G: /with aide's help,
if necessary/
One.

The same group repeats the activity using two hands. Then, several other groups repeat the activity using both one and two hands.

Now, the teacher tells the aide, *Put one hand in the box*, and asks her, *Where is your hand?* The aide responds, *In the box.* The teacher asks, *How many hands do you have in the box?* The aide responds, *One*.

T: /to aide/
Put one hand in the box.
Where is your hand?
A: /putting hand in the box/
In the box.
T: /to aide/
How many hands do you have in the box?
A: /to teacher/
One.

Now, the teacher tells a group of three or four pupils, *Put one hand in the box*, and asks, *Where is your hand?* The aide models the answer again and then, helps the group respond. The teacher asks, *How many hands do you have in the box?*, and the group responds, *One*, with the aide's help, if necessary.

T: /to group of 3 or 4 pupils/
Put one hand in the box.
Where is your hand?
A: /modeling answer/
In the box.
G: /with aide's help/
In the box.
T: /to same group/
How many hands do you have in the box?
G: /with aide's help, if necessary/
One.

The same group repeats the activity using two hands. Then, several other groups repeat the activity using both one and two hands.

UNIT V - SPANISH CIRCLE 34

*Enfoque Linguístico -

¿Cuál falta?

Un avión
+Un pescado+.
etc.

El barco
+El pescado+.
etc.

*Enfoque Conceptual - Permanencia del objeto, Identificación
*Materiales - láminas de un pescado, un avión, un carro y un barco

---

Se colocarán frente a los niños láminas de un pescado, un avión, un carro y un barco. Se les harán observar. La maestra preguntará que ven en cada lámina.

M: /señalando una lámina de un carro/
¿Qué ven aquí?
C: Un carro.
M: /señalando una lámina de un avión/
¿Qué ven aquí?
C: Un avión.
M: /señalando una lámina de un pescado/
¿Qué ven aquí?
C: Un pescado.
M: /señalando una lámina de un barco/
¿Qué ven aquí?
C: Un barco.

Una vez que todas hayan sido observadas se pedirá a los niños que tapen sus ojos con las manos. La maestra quitará una de las láminas y preguntará a los niños cuál falta.

M: ¿Cuál falta?

*Linguistic Focus -

Which one is missing?

An airplane
+ A fish +.
etc.

boat
The +fish+.
etc.

*Conceptual Focus - Object permanency, Identification
*Materials - pictures of a fish, an airplane, a car and a boat

---

The teacher will place pictures of a fish, an airplane, a car and a boat in front of the children so they can observe them. She questions them about each picture.

T: /pointing to the picture of the car/
What do you see here?
C: A car.
T: /pointing to the picture of an airplane/
What do you see here?
C: An airplane.
T: /pointing to the picture of a fish/
What do you see here?
C: A fish.
T: /pointing to the picture of a boat/
What do you see here?
C: A boat.

When all the pictures have been observed by the children, the teacher will ask them to cover their eyes with their hands. She then removes one of the pictures from the group and asks which one is missing.

T: Which one is missing?

C: El avión.

La maestra colocará de nuevo la lámina y llamará a un niño para que retire otra lámina y haga la pregunta anterior. Si es necesario la maestra ayudará al niño a hacer la pregunta.

N1: ¿Cuál falta?
N2: El carro.

Diferentes niños serán llamados para que tengan oportunidad de practicar el diálogo y para repetir la actividad.

C: The airplane.

The teacher will then replace the picture and call upon a child to remove another picture and repeat the previous questions, the teacher helping him if necessary.

P1: Which one is missing?
P2: The car.

Various children will be called upon so they may have the chance to practice the dialogue and repeat the activity.

UNIT V - ENGLISH CIRCLE 33

*Linguistic Focus -

two
Put +three + cars / crayons +
four
five

+on the table / in the cupboard+.

Where are the +cars / crayons+?

*Conceptual Focus -
Spatial relations, Seriation

*Materials -
a box, table and cupboard, five cars and five crayons; a car, a truck, a doll

---

The aide places a box on its side, in the center of the circle area. She says to groups of three or four pupils, Put one hand on the box, Where is your hand? How many hands do you have on the box? The teacher helps them respond appropriately.

A: /to group of 3 or 4 pupils/
Put one hand on the box.
Where is your hand?
G1: /putting hand on the box and with teacher's help/
On the box.
A: /to same group/
How many hands do you have on the box?
G1: /with teacher's help, if necessary/
One.
A: /to same group/
Put one hand in the box.
Where is your hand?
G1: /putting hand in the box and with teacher's help/
In the box.
A: /to same group/
How many hands do you have in the box?
G1: /with teacher's help, if necessary/
One.

The activity continues with the aide having groups and individuals put one car, truck or doll in the box or on the box.

Now, the teacher and aide position the class in a semi-circle in front of a cupboard and a table. The teacher and then the class, say to the aide, Put two cars on the table, Where are the cars? The aide responds, On the table.

T: /to aide/
Put two cars on the table.
C: /to aide and with teacher's help/
Put two cars on the table.
T: /to aide/
Where are the cars?
C: /to aide and with teacher's help/
Where are the cars?
A: /to teacher and class/
On the table.

The teacher and then the class, say to the aide, Put two cars in the cupboard, Where are the cars? The aide responds, while pointing to the cupboard, In the cupboard.

T: /to aide/
Put two cars in
the cupboard.
C: /to aide and with
teacher's help/
Put two cars in
the cupboard.
T: /to aide/
Where are the cars?
C: /to aide and with
teacher's help/
Where are the cars?
A: /to teacher and class
and pointing to cupboard/
In the cupboard.

The table and cupboard activities are repeated several times, using three, four and five cars or crayons and different groups of pupils.

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UNIT V - SPANISH CIRCLE 35

*Enfoque Linguístico -

```
                   ése
¿Qué animal es +       +?
                   éste

  Un perro
+Un conejo+.
   etc.

                    a la vaca
¿Qué le falta +el perro +?
                        etc.

  Un ojo
+Una pata+.
  El rabo
```

*Linguistic Focus -

```
                   that
What animal is +       +?
                   this

     dog
A +rabbit+.
     etc.

                                     cow
What is missing from the +dog+?
                                     etc.

  An eye
+A leg   +.
  The tail
```

*Enfoque Conceptual - Constancia del objeto, Identificación

*Materiales - carteles de animales como vaca, perro, conejo, etc. a los que le falta una parte del cuerpo, dibujos de las partes del cuerpo que les faltan a los animales citados, hojas poligrafiadas con dibujos similares a los de los carteles.

*Conceptual Focus - Object constancy, Identification

*Materials - pictures of animals such as a cow, dog, rabbit, etc. which are missing a part of the body; sketches of the missing parts of the body; mimeographed sheets of animals similar to the ones in the pictures

---

La maestra colocará a la vista de los niños varias láminas o dibujos de animales como un conejo, una vaca y un perro, a los cuáles les falta alguna de las partes del cuerpo. Los niños identificarán los animales y luego la parte del cuerpo que le falta a cada uno. También tendrá a la vista de los niños la parte del cuerpo que le falta a cada animal de manera que los niños puedan buscarla y pegarla en el animal correspondiente.

M: /mostrando un cartel de

Various pictures or sketches of animals such as a rabbit, a cow or a dog which are missing some part of the body are placed in the children's view by the teacher. The children first identify each animal and then the part of the body which is missing. They will also have in view that part of the body which is missing from each animal, and these parts should be in a place where the children can find them and stick them on the corresponding animals.

T: /showing a picture of a

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un conejo al que le falta el rabo/
¿Qué animal es éste?
C: Un conejo.
M: ¿Qué le falta al conejo?
N1: El rabo
M: Búscalo y pónselo.

Después la maestra animará a diferentes niños para que hagan las preguntas a la clase.

N1: /mostrando un cartel de un perro al que le falta el ojo y con ayuda de la maestra/
¿Qué animal es éste?
C: Un perro.
N1: /con ayuda de la maestra/
¿Qué le falta al perro?
C: Un ojo.
M: Búscalo y pónselo.

La maestra tendrá preparados dibujos de animales como conejos, vacas y perros, a los cuales les falta una parte del cuerpo. Los dibujos serán repartidos entre los niños. La maestra estimulará a los niños para que se interroguen unos a otros.

M: (Juan), pregúntale a (Ana) que animal es ése que tiene?
N1: ¿Qué animal es ése?
N2: Una vaca.
N1: /con ayuda de la maestra/
¿Qué le falta a la vaca?
N2: Una pata.

Después de que varios niños hayan participado en el diálogo, la maestra los invitará a dibujar la parte que le falta al animal de cada dibujo.

rabbit which is missing its tail/
What animal is this?
C: A rabbit.
T: What is missing from the rabbit?
P1: The tail.
T: Find it and put it on him.

Then the teacher encourages several children to question the class.

P1: /showing a picture of a dog which is missing its eye and with the teacher's help/
What animal is this?
C: A dog.
P1: /with the teacher's help/
What is missing from the dog?
C: An eye.
T: Find it and put it on him.

The teacher will have prepared sketches of animals such as rabbits, cows and dogs which are missing a part of the body. The sketches should be handed out to the class and the teacher will encourage the children to question each other.

T: (Juan), ask (Ana) what animal she has.
P1: What animal is that?
P2: A cow.
P1: /with the teacher's help/
What's missing from the cow?
P2: A leg.

After several children have participated in the dialogue, the teacher will invite them to draw the missing part in each sketch.

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UNIT V - ENGLISH CIRCLE 34

*Linguistic Focus -

It's a + cup +.
glass

two / cups
Put +three + cars +
four / glasses
five

+on the table +.
in the cupboard

cups
How many + cars + are +
glasses

+on the table +?
in the cupboard

*Conceptual Focus -
Spatial relations, Seriation,
Identification of objects

*Materials -
a table and cupboard, 5 cars,
5 glasses and 5 cups

The teacher and aide position the class in a semi-circle in front of a cupboard and a table. The teacher chooses two pupils to help her give directions and ask questions. Her group says to one other pupil, Robert, put one car on the table, How many cars are on the table? After the aide helps the pupil answer appropriately, the teacher's group says, Robert, put one car in the cupboard, How many cars are in the cupboard? The aide helps the pupil answer appropriately.

T: /to one pupil and modeling directive/
Robert, put one car on the table.

TsG: /with teacher's help/
Robert, put one car on the table.

T: /to same pupil and modeling question/
How many cars are on the table?

TsG: /with teacher's help/
How many cars are on the table?

P1: /putting car on the table and with aide's help/
One.

T: /to same pupil and modeling directive/
Robert, put one car in the cupboard.

TsG: /with teacher's help/
Robert, put one car in the cupboard.

T: /to same pupil and modeling question/
How many cars are in the cupboard?

TsG: /with teacher's help/
How many cars are in the cupboard?

P1: /putting car in the cupboard and with aide's help/
One.

The activity continues with the teacher choosing new partners to direct and question individuals using two, three, four and five cars.

Now, the aide holds up a glass asking the teacher, and then, the class, What's this? After the teacher says, It's a glass, she helps the class say, It's a glass. The aide then puts the glass on the table and says to the teacher and the class, Where is the glass? The teacher and class answer, On the table. The aide puts the glass in the cupboard and asks, Where is the glass? The teacher and class respond, In the cupboard.

A: /holding up a glass and to teacher/ What's this?
T: /to aide/ It's a glass.
A: /holding up a glass and to class/ What's this?
C: /with teacher's help/ It's a glass.
A: /putting glass on table/ Where is the glass?
T&C: On the table.
A: /putting glass in cupboard/ Where is the glass?
T&C: In the cupboard.

The activity is repeated, using a cup.

Now, the teacher chooses one pupil to help her give directions and ask questions. The teacher and her partner say to one other pupil, Maria, put one glass on the table. The teacher and her partner say to the whole class, How many glasses are on the table? The aide helps the class answer, One. The teacher and her partner say, Maria, put one cup on the table. The teacher and her partner say to the whole class, How many cups are on the table? The aide helps the class answer, One.

T: /to pupil 2/ Maria, put one glass on the table.
P1: /with teacher's help/ Maria, put one glass on the table.
T: /to class/ How many glasses are on the table?
P1: /with teacher's help/ How many glasses are on the table?
C: /with aide's help/ One.
T: /to pupil 2/ Maria, put one cup on the table.
P1: /with teacher's help/ Maria, put one cup on the table.
T: /to class/ How many cups are on the table?
P1: /with teacher's help/ How many cups are on the table?
C: /with aide's help/ One.

The activity is repeated several times with the teacher choosing a new partner and directing another pupil to put two, three, four or five glasses and then two, three, four or five cups in the cupboard. The aide continues to help the class respond to the questions asked by the teacher and her partner.

UNIT V - SPANISH CIRCLE 36

*Enfoque Linguístico -

¿Qué estás haciendo?

Un pescado El pescado
+Una culebra+. +La culebra+.
etc. etc.

¿Cómo se hace?
Así. Roto.

del pescado
La cabeza + de la culebra+.
etc.

*Enfoque Conceptual - Constancia del objeto
*Materiales - plasticina

La maestra invitará a los niños a jugar con plasticina. Hará una demonstración de como se hace una bola. También mostrará a los niños como hacer una culebra. La maestra permitirá a los niños que escojan libremente lo que quieran hacer con la plasticina. Mientras lo hacen irá interrogando a los niños uno a uno.

M: ¿Qué estás haciendo?
N1: Una bola.
M: ¿Cómo se hace?
N1: Así.

Los niños serán estimulados para que hagan las preguntas a sus compañeros.

M: (Luis), pregúntale a (Rosa) qué está haciendo.
N1: ¿Qué estás haciendo?
N2: Una flor.
M: Pregúntale cómo se hace.
N1: ¿Cómo se hace?
N2: Así.

*Linguistic Focus -

What are you making?

fish fish
A +snake+. The +snake+.
etc. etc.

How do you make it?
Like this. Torn.

fish's
The +snake's+ head.
etc.

*Conceptual Focus - Object constancy
*Materials - clay

The teacher will invite the children to play with clay, showing them how to make a ball and a snake. Then she will let the children choose whatever they want to make with their clay. As the children are forming their chosen object, the teacher will ask them one by one what they are making.

T: What are you making?
P1: A ball.
T: How do you make it?
P1: Like this.

The children will be encouraged to ask the questions of their classmates.

T: (Luis), ask (Rosa) what she's making.
P1: What are you making?
P2: A flower.
T: Ask her how she makes it.
P1: How do you make it?
P2: Like this.

La maestra trabajará con plasticina para dar oportunidad de que los niños le hagan las preguntas anteriores si éstas son hechas expontáneamente. La maestra demostrará a los niños como ella puede hacer un pescado. Una vez terminado el pescado lo mostrará preguntando.

M: ¿Qué es esto?
C: Un pescado.

Haciendo parecer que fue accidentalmente la maestra romperá el pescado en dos partes haciendo las preguntas.

M: ¿Cómo está el pescado ahora?
C: Roto.
M: /mostrando una de las partes/
¿Qué es esto?
C: La cabeza del pescado.
M: /poniendo juntas las dos partes/
¿Qué es esto?
C: El pescado.

La misma actividad podrá ser repetida con una culebra o cualquier otra figura para practicar el diálogo.

The teacher will work with the clay, giving the children the opportunity to ask the previous questions spontaneously and on their own. She will show them how she can make a fish. When she has completed it, she will show it to the children as she questions them.

T: What is this?
C: A fish.

Feigning an accident, the teacher will tear the fish into two parts and question the class.

T: How is the fish now?
C: Torn.
T: /showing one of the two parts/
What is this?
C: The fish's head.
T: /putting the two parts together/
What is this?
C: The fish.

The same activity should be repeated with a snake or any other figure to allow further practice of the dialogue.

UNIT V - ENGLISH CIRCLE 35

*Linguistic Focus -

What's this?

It's a +bowl / plate+.

How many +cups / cookies / glasses+ are +on the table / in the cupboard+?

*Conceptual Focus -
Spatial relations,
Identification of objects,
Seriation

*Materials -
3 glasses, 7 cups, 5 cookies, 5 plates, 5 bowls, a table and cupboard

---

The aide and the class quickly say to the teacher, Put one glass on the table, Put two glasses in the cupboard, Put three cups on the table, Put four cups in the cupboard, Put five cookies on the table. The teacher follows the directives of the class.

/all of the following to teacher/
A: Put one glass on the table.
C: Put one glass on the table.
A: Put two glasses in the cupboard.
C: Put two glasses in the cupboard.
A: Put three cups on the table.
C: Put three cups on the table.
A: Put four cups in the cupboard.
C: Put four cups in the cupboard.
A: Put five cookies on the table.
C: Put five cookies on the table.

The aide and then, the class ask the teacher, How many glasses are on the table?, How many glasses are in the cupboard? How many cups are on the table? How many cups are in the cupboard? How many cookies are on the table? The teacher responds appropriately to each question.

A: /modeling question/ How many glasses are on the table?
C: /with aide's help and to teacher/ How many glasses are on the table?
T: /touching glass/ One.
A: /modeling question/ How many glasses are in the cupboard?
C: /with aide's help and to teacher/ How many glasses are in the cupboard?
T: /touching 2 glasses/ Two.
A: /modeling question/ How many cups are on the table?
C: /with aide's help/ How many cups are on the table?
T: /touching 3 cups/ Three.
A: /modeling question/

How many cups are in the cupboard?
C: /with aide's help/
How many cups are in the cupboard?
T: /touching 4 cups/
Four.
A: /modeling question/
How many cookies are on the table?
C: /with aide's help/
How many cookies are on the table?
T: /touching 5 cookies/
Five.

Now, the teacher gives a plate to a child and helps the child say, *What's this?* The aide responds, *It's a plate*, and she helps the class respond, *It's a plate*. The teacher then gives a bowl to another pupil, and helps him ask, *What's this?* The aide responds, *It's a bowl*, and she helps the class respond, *It's a bowl*.

P1: /with teacher and holding up a plate/
What's this?
A: It's a plate.
C: /with aide's help/
It's a plate.
P2: /with teacher and holding up a bowl/
What's this?
A: It's a bowl.
C: /with aide's help/
It's a bowl.

The teacher places one plate on the table and two bowls in the cupboard, asking, *Where are the bowls?* After the aide helps the class respond appropriately, the teacher asks about the quantity of the items. The aide helps the class respond appropriately.

T: /to class/
Where is the plate?
C: /with aide's help/
On the table.
T: /to class/
Where are the bowls?
C: /with aide's help/
In the cupboard.
T: /to class/
How many plates are there?
C: /with aide's help/
One.
T: /to class/
How many bowls are there?
C: /with aide's help/
Two.

The activity continues several times using three, four or five bowls and plates and putting the plates in the cupboard and the bowls on the table.

UNIT V - SPANISH CIRCLE 37

*Enfoque Linguístico -

Una vaca   Ana
+Un caballo+ para +José+.
etc.   etc.

la vaca
¿Dónde está +el caballo+?
etc.

dentro de la bolsa
Está +detrás de tu espalda+.
etc.

una oveja
+Esta+ es +un caballo+.
+Este+
etc.

*Enfoque Conceptual - Permanencia del objeto, Identificación
*Materiales - una bolsa de papel, siluetas de animales como ovejas, caballos, vacas, etc.

*Linguistic Focus -

cow   Ana
A +horse+ for +José+.
etc.   etc.

cow
Where is the +horse+?
etc.

inside the bag
It's +behind your back+.
etc.

sheep
This is a +horse+.
etc.

*Conceptual Focus - Object permanency, Identification
*Materials - a paper bag, silhouettes of various animals such as sheep, horses, cows, etc.

La maestra mostrará siluetas hechas en papel de construcción de animales como vacas, ovejas, perros, conejos, etc. Mostrando una silueta a la vez dirá a quién se la quiere dar. Cuando reparte las siluetas, la maestra pedirá a distintos niños que las lleven y entreguen a los niños a quienes ha especificado que pertenecen.

M: Una vaca para (Ana).
   Repitan.
C: Una vaca para (Ana).
M: /dirigiéndose a un niño/
   Llévale esta vaca a (Ana).

M: Un caballo para (Juan).
   Repitan.
C: Un caballo para (Juan).

The teacher will show the class construction paper silhouettes of animals such as cows, sheep, dogs, rabbits, etc. Showing one silhouette at a time she will say who she wishes to give it to. Then, when she passes out the silhouettes, the teacher will ask different children to take them to the child who she has said should receive them.

T: A cow for (Ana).
   Repeat.
C: A cow for (Ana).
T: /addressing a pupil/
   Take this cow to (Ana).

T: A horse for (Juan).
   Repeat.
C: A horse for (Juan).

UNIT V - SPANISH CIRCLE 37 (cont'd.)

M: /dirigiéndose a otro niño/
Llévale este caballo a (Juan).

M: Una oveja para (Rosa).
Repitan.
C: Una oveja para (Rosa).
M: /dirigiéndose a otro niño/
Llévale esta oveja a (Rosa).

Una vez que los niños tengan cada uno un animalito pedirá a un niño que le preste el suyo para luego interrogar al grupo.

M: /pidiendo a un niño que le preste su silueta/
(Ana), préstame tu vaca.
/mostrándola/
Esta es la vaca de (Ana).
/metiendo la silueta dentro de la bolsa/
¿Dónde está la vaca?
C: Esta dentro de la bolsa.

Diferentes niños serán llamados al frente e invitados a que muestren una silueta que luego ocultarán en una bolsa, detrás de su espalda, o en cualquier otro sitio. Se les pedirá que pregunten entonces a la clase, dónde está la silueta. Los demás niños adivinarán dónde está el objeto.

N1: /mostrando un caballo/
Este es un caballo.
M: Escóndelo y pregúntale a los niños dónde está para ver si adivinan.
N1: /poniendo el caballo detrás de su espalda/
¿Dónde está el caballo?
C: Está detrás de tu espalda.

La actividad anterior se repetirá varias veces para dar a diferentes niños oportunidad de participación.

T: /addressing a pupil/
Take this horse to (Juan).

T: A sheep for (Rosa).
Repeat.
C: A sheep for (Rosa).
T: /addressing a pupil/
Take this sheep to (Rosa).

When each child has an animal, the teacher will ask one of the children to lend her his animal so she may use it while she questions the group.

T: /asking a child to lend her his silhouette/
(Ana), lend me your cow.
/showing it/
This is (Ana's) cow.
/putting it in the bag/
Where is the cow?
C: Inside the bag.

Different children will be called to the front and asked to show their silhouettes which they will later hide in a bag, behind their backs, or in some other place. Then they will be asked to question the class as to where the silhouette is, the rest of the class guessing where the object is.

P1: /showing a horse/
This is a horse.
T: Hide it and ask the children where it is so they may guess.
P1: /putting the horse behind his back/
Where is the horse?
C: It's behind your back.

The above activity can be repeated several times, giving different children the opportunity to participate.

UNIT V - ENGLISH CIRCLE 36

*Linguistic Focus -

Putting one car on the box.

Taking one car out of the box.

Take one car out of the box.

Put it +$\substack{\text{on}\\\text{in}}$+ the box.

*Conceptual Focus -
Spatial relations, Seriation

*Materials -
8 cars, 4 trucks

The teacher places a box, on its side, in the center of the circle area. She says to the aide, Put two cars on the box, What are you doing? The aide responds, Putting two cars on the box. Then, the teacher says to the aide, Put three cars in the box, What are you doing? The aide responds, Putting three cars in the box.

T: /to aide/
Put two cars on the box.
What are you doing?
A: /putting 2 cars on the box/
Putting two cars on the box.
T: /to aide/
Put three cars in the box.
What are you doing?
A: /putting 3 cars in the box/
Putting three cars in the box.

Now, the teacher puts eight cars beside the box and says to four pupils, Put one car on the box, What are you doing? The aide helps the pupils respond appropriately. The teacher says to the same group, Put one car in the box, What are you doing? The aide helps the group respond appropriately.

T: /to group of 4 pupils/
Put one car on the box.
What are you doing?
G1: /each putting a car on the box and with aide's help/
Putting one car on the box.
T: /to same group/
Put one car in the box.
What are you doing?
G1: /each putting one car in the box and with aide's help/
Putting one car in the box.

The activity continues using different groups and trucks, until all pupils have had a turn.

Now, the teacher asks the class, How many cars are on the box? and How many cars are in the box? While the teacher points to the four cars on the box, the aide helps the class respond appropriately. Then, the teacher points to the four cars within the box while the aide helps the class respond appropriately.

T: /pointing to 4 cars on box/
How many cars are on the box?
C: /with aide's help/
Four.
T: /pointing to cars in box/
How many cars are in the box?

C: /with aide's help/
Four.

Now, the teacher says to the aide, Take one car out of the box, What are you doing? The aide responds, Taking one car out of the box.

T: /to aide/
Take one car out of the box.
What are you doing?
A: /taking car out of box/
Taking one car out of the box.

Now, the teacher says to three pupils, Take one car out of the box, What are you doing? The aide helps the group respond, Taking one car out of the box.

T: /to group of 3 pupils/
Take one car out of the box.
What are you doing?
G1: /each taking a car out of the box and with aide's help/
Taking one car out of the box.

The activity continues, using different groups and having each pupil take two cars out of the box if there are enough cars.

The teacher puts one car in the box. Then, the class with the aide's help, tells the teacher, Take one car out of the box, Put it on the box, Put it in the box. The teacher follows their directions, ending the activity.

C: /to teacher and with aide's help/
Take one car out of the box.
Put it on the box.
Put it in the box.

UNIT V - SPANISH CIRCLE 38

*Enfoque Linguístico -

 Una vaca
+Un caballo+.

No. Porque no es + una vaca
un caballo+.

 una vaca
¿Tienes +un caballo+?
 etc.

¿Me + la
lo + prestas?

Sí.

 las vacas
¿Quién tiene +los caballos+?
 etc.

 Ana
+José + los
las + tiene.
 etc.

*Enfoque Conceptual - Identificación, Clasificación
*Materiales - animalitos de juguetes como vacas, ovejas, caballos, etc.

*Linguistic Focus -

A + cow
horse+.

No. Because it's not a + cow
horse+.

 cow
Do you have a +horse+?
 etc.

Would you lend it to me?
Yes.

 cows
Who has the +horses+?
 etc.

 Ana
+José+ has them.
 etc.

*Conceptual Focus - Identification, Classification
*Materials - toy animals such as cows, sheep, horses, etc.

La maestra presentará varios animales de juguete de dos clases distintas como vacas y caballos. Los niños serán interrogados sobre qué animal es cada uno mientras la maestra los muestra. Los animales se colocarán en dos cajas diferentes. La maestra explicará a los niños que una caja es para los caballos y otra es para las vacas.

M: /mostrando un caballo/
¿Qué es esto?

The teacher will present various toy animals of two different types, such as cows and horses. As the teacher shows each animal she will ask the children which animal it is and then place it in one of two different boxes. The teacher explains to the children that one box is for horses and one is for cows.

T: /showing a horse/
What is this?

C: Un caballo.
M: /colocando el caballo en una caja/
Esta caja es para los caballos.

M: /mostrando una vaca/
¿Qué es esto?
C: Una vaca.
M: /colocando la vaca en otra caja/
Esta caja es para las vacas.

M: /mostrando otro caballo/
¿Qué es esto?
C: Un caballo.
M: /señalando la caja de las vacas/
¿Lo pongo aquí?
C: No.
M: ¿Por qué?
C: Porque no es una vaca.

La maestra repartirá diferentes animalitos como ovejas, perros, vacas, caballos, etc. entre algunos niños. Otros niños tendrán bolsas de papel. Invitará a aquellos que tienen bolsa para que recojan animales de una misma clase y los guarden en su bolsa. Los niños que tienen la bolsa interrogarán a aquellos que tienen animales. La maestra los ayudará.

N1: /con ayuda de la maestra/
¿Tienes una oveja?
N2: Sí.
N1: /con ayuda de la maestra/
¿Me la prestas?
N2: Sí.

na vez que los niños tengan rupos de animalitos de una misa clase dentro de la bolsa, la aestra invitará a otros niños para que los localicen y se los entreguen a ella.

M: (Luis), pregunta quién tiene las vacas.

C: A horse.
T: /placing the horse in a box/
This box is for horses.

T: /showing a cow/
What is this?
C: A cow.
T: /placing the cow in another box/
This box is for cows.

T: /showing another horse/
What is this?
C: A horse.
T: /showing them the box with the cow/
Should I put it here?
C: No.
T: Why not?
C: Because it's not a cow.

The teacher passes out different animals such as sheep, dogs, cows, horses, etc. among some of the children. The other children will have paper bags. She then invites the children with bags to collect all of the animals of the same type and put them in their bags. The children with the bags will question those with the animals, the teacher helping them.

P1: /with the teacher's help/
Do you have a sheep?
P2: Yes.
P1: /with the teacher's help/
Would you lend it to me?
P2: Yes.

When the children have each group of like animals in the respective bags, the teacher will ask the children to find who has each group and bring it to her.

T: (Luis), ask who has the cows.

UNIT V - SPANISH CIRCLE 38 (cont'd.)

N1:	¿Quién tiene las vacas?	P1:	Who has the cows?
C:	(José) las tiene.	C:	(José) has them.
M:	(Rosa), pregunta quién tiene las ovejas.	T:	(Rosa), ask who has the sheep.
N2:	¿Quién tiene las ovejas?	P2:	Who has the sheep?
C:	(Ana) las tiene.	C:	(Ana) has them.

UNIT V - ENGLISH CIRCLE 37

*Linguistic Focus -

Put		one		fork		in	
+Taking	+	two	+	knives	+	out of	+
etc.				etc.		on	

+ the + table / cupboard +.

*Conceptual Focus -
Spatial relations, Seriation, Identification of objects

*Materials -
several sets of knives, forks, and spoons, a table and a cupboard

---

The teacher and aide position the class in a semi-circle in front of a table and a cupboard. The teacher, while handing the aide a plate, says to the aide, Put one plate on the table, What are you doing? The aide responds appropriately.

T: /handing plate to aide/
Put one plate on the table.
What are you doing?
A: /putting plate on table/
Putting one plate on the table.

Next, the teacher hands the aide a knife, then, a fork and finally a spoon, telling the aide where to put each item. The class is guided by the teacher to repeat her own directions.

T: /handing aide a knife/
Put one knife on the table.
C: /to aide and with teacher's help on all directives/
Put one knife on the table.
T: Put one knife in the cupboard.
C: Put one knife in the cupboard.
T: /handing aide a fork/
Put one fork on the table.
C: Put one fork on the table.
T: Put one fork in the cupboard.
C: Put one fork in the cupboard.
T: /handing aide a spoon/
Put one spoon on the table.
C: Put one spoon on the table.
T: Put one spoon in the cupboard.
C: Put one spoon in the cupboard.

The activity is repeated at least once, using two knifes, two forks and two spoons. It may then be repeated using three, four and five knifes, forks and spoons if the supply is available.

The aide puts two more sets of knives, forks and spoons in the cupboard. The teacher and then the class, with the teacher's help, tell the aide and two pupils to take each of the silverware items out of the cupboard and then, to put them back in the cupboard, asking each time, What are you doing? The aide helps her two partners respond appropriately.

T: Take one knife out of the cupboard.
T&C: /to aide and 2 pupils/
Take one knife out of the cupboard.
What are you doing?

A&G: /aide and 2 pupils, each taking one knife out of cupboard/
Taking one knife out of the cupboard.

T: Put one knife in the cupboard.

T&C: /to aide and 2 pupils/
Put one knife in the cupboard.
What are you doing?

A&G: /each putting a knife back in the cupboard/
Putting one knife in the cupboard.

The activity continues in the same manner, using the forks and then the spoons.

UNIT VI - SPANISH CIRCLE 39

*Enfoque Linguístico -

¿Qué estás haciendo?

+Un círculo
Un cuadrado+.

Esto se parece +al círculo
al cuadrado+.

Porque tienen la misma forma.

*Enfoque Conceptual - Identificación, Clasificación
*Materiales - un círculo, cuadrado, objetos que hay en la sala de clase como camión, plato, etc.

*Linguistic Focus -

What are you making?

A +circle
square+.

This looks like the +circle
square+.

Because they have the same shape.

*Conceptual Focus - Identification, Classification
*Materials - a circle, a square, objects which are found in the classroom such as trucks, plates, etc.

La maestra mostrará a los niños un círculo hecho de cartulina y les explicará lo que es. Igual procederá al mostrar un cuadrado.

M: /mostrando el círculo de cartulina y pasándole el dedo por la orilla/
Este es un círculo.
¿Qué es esto?
C: /con ayuda de la maestra/
Un círculo.

Luego la maestra le dará a cada niño una tapita redonda, un bloque cúbico, un papel y una crayola. Invitará a los niños a trazar el círculo y el cuadrado usando la tapita y el bloque como modelo. La maestra dará el ejemplo trazando ella un círculo y un cuadrado. A medida que los niños van trazando las figuras, la maestra y la auxiliar irán pasando por sus asientos e irán interrogando a los niños.

The teacher will show the children a bristolboard circle, explaining to them what it is. She will do the same with a bristolboard square.

T: /showing the circle and passing her finger around the edge/
This is a circle.
What is this?
C: /with the teacher's help/
A circle.

Later the teacher will give each child a round bottlecap, a block, a sheet of paper and a crayon. She will ask the children to trace a circle and a square using the bottlecap and the block as models, demonstrating beforehand how it is to be done. While the children are tracing the figures, the teacher and aide walk among the seats and ask the pupils what they are making.

M: ¿Qué estás haciendo? N1: Un círculo.	T: What are you making? P1: A circle.
La maestra animará a algunos niños para que pregunten a otros lo que están haciendo.	Then the teacher encourages several children to ask others what they are making.
M: (José), pregúntale a (Rosa) qué está haciendo. N1: ¿Qué estás haciendo? N2: Un cuadrado.	T: (José), ask (Rosa) what she is making? P1: What are you making? P2: A square.
Cuando hayan terminado de trazar el círculo y el cuadrado, la maestra tomará en sus manos un camión y les mostrará a los niños una de las ruedas, relacionando la forma de ésta con el círculo.	When they have finished tracing the circle and square, the teacher will pick up a truck and point out one of the tires to the class, showing the relation of its shape with that of the circle.
M: /mostrando la rueda de un camión/ Esta rueda tiene forma de círculo.	T: /showing the tire on the truck/ This tire has the shape of a circle.
En la misma forma hará con un lado de una caja cuadrada.	She does the same with the side of a square box.
M: /mostrando un lado de la caja/ Este lado tiene forma de cuadrado.	T: /showing the side of the box/ This side has the shape of a square.
Luego invitará a los niños a buscar y mostrar cosas en la sala de clase que se parezcan al círculo o al cuadrado y a decir por qué se parecen.	The teacher then asks the children to look for and show things in the classroom which are round or square and tell which figure the object resembles.
M: /mostrando un círculo/ Busquen algo que se parezca a esto. N1: /mostrando un plato/ Esto se parece al círculo. M: ¿Por qué? N1: Porque tienen la misma forma.	T: /showing a circle/ Find something that looks like this. P1: /showing a plate/ This looks like the circle. T: Why? P1: Because they have the same shape.

UNIT VI - ENGLISH CIRCLE 38

*Linguistic Focus -

He's
+She's + inside
It's outside +.

No. It's not outside.

*Conceptual Focus -
Spatial relations

*Materials -
a doorway, cars, trucks, dolls and a box

Before the lesson begins the aide puts several cars, trucks and dolls outside of the classroom door. The teacher and the aide position the class in a semi-circle in front of the doorway leading to the outside of the classroom. The aide takes one pupil outside, and the teacher says to the class, Is Robert inside or outside?, He's outside. The aide brings the pupil in, and the teacher says, Is Robert inside or outside?, He's inside.

T: /to class/
Is Robert inside or outside?
He's outside.
Is Robert inside or outside?
He's inside.

The activity continues, having the aide guide one pupil at a time outside and then, inside, while the teacher helps the class answer the question, Is Maria inside or outside?

T: /after aide takes the pupil outside and to class/
Is Maria inside or outside?
C: /with teacher's help/
She's outside.
T: /after aide brings the pupil inside and to class/
Is Maria inside or outside?
C: /with teacher's help/
She's inside.

Handing a child a box, the teacher, and then, the class say, Take the box outside, Put the cars in the box.

T: /handing box to child/
Take the box outside.
C: /with teacher's help/
Take the box outside.
T: /to same child/
Put the cars in the box.
C: /with teacher's help/
Put the cars in the box.

The aide goes with the child and says, What are you doing? She helps the child respond, Putting the cars in the box.

A: /to same child outside/
What are you doing?
P1: /putting car in box/
Putting the cars in the box.

While the aide and child are gone, the teacher asks the class, Is Jerry inside or outside?, She helps the class respond appropriately to both questions.

T: /to class and while aide and pupil are outside/
Is Jerry inside or outside?

C: /with teacher's help/
He's outside.
T: /to class/
Is the box inside or
outside?
C: /with teacher's help/
It's outside.

After the pupil puts the cars in the box, the aide, says, Take the box inside. Are you taking the box inside or outside? The pupil, with the aide's help, responds, Inside.

A: /to pupil, after cars
are in box/
Take the box inside.
Are you taking the box
inside or outside?
P: Inside.

Now, the teacher asks the class, Is the box outside?, and helps the class respond, No. It's not outside. It's inside.

T: /to class/
Is the box outside?
C: /with teacher's help/
No. It's not outside.
It's inside.

Repeat the activity, choosing different pupils and having them put trucks, dolls or blocks in the box.

UNIT VI - SPANISH CIRCLE 40

*Enfoque Linguístico -

Uno, dos, tres.
¿Qué es esto?

 Una flor
+Un cono de helado+.

¿Se parece al triángulo?
No. Sí.

¿Por qué +se parece
 no se parece+?

Porque +tienen
 no tiene+ la misma forma.

+Puso
 Pongo+ el triángulo sobre el papel.

+Paso
 Pasó+ el lápiz alrededor del triángulo.

*Enfoque Conceptual - Identificación, Relaciones temporales
*Materiales - triángulos de cartulina, cartel con dibujos, papel y lápiz para cada niño

*Linguistic Focus -

One, two, three.
What is this?

 A flower
+An ice cream cone+.

Does it look like the triangle?
No. Yes.

Why +does
 doesn't+ it look like one?

Because it +has
 doesn't have+ the same shape.

+I put
 He put+ the triangle on the paper.

+I trace
 He traced+ around the triangle.

*Conceptual Focus - Identification, Temporal relations
*Materials - bristolboard triangles, a poster with drawings, pencil and paper for each child

---

A cada niño se le dará una figura de un triángulo hecha en cartulina. A medida que la maestra los va repartiendo, irá diciéndoles lo que es e invitándolos a contar los lados de éste.

M: Esto es un triángulo.

Each child will be given a triangular bristolboard figure. As she passes them out, the teacher will tell each child what the object is and will ask him to count its sides.

T: This is a triangle.

Contemos los lados que tiene.
N1: /contando los lados con la ayuda de la maestra/
Uno, dos, tres.
M: ¿Cuántos lados tiene?
N1: Tres.

Después de haber repartido todos los triángulos, la maestra mostrará a los niños un cartel con láminas o dibujos de objetos en que se destaca su forma triangular como árbol de navidad, emparedado, cono de helado, etc. y otros que no tengan forma geométrica establecida como una flor, un insecto, etc. Los niños identificarán los dibujos y relacionarán aquéllos que se parecen al triángulo dando la razón para el parecido.

M: ¿Qué es esto?
C: Una flor.
M: ¿Se parece al triángulo?
C: No.
M: ¿Por qué no se parece?
N1: /con ayuda de la maestra/
Porque no tiene la misma forma.

La maestra pedirá a algunos niños que se acerquen al cartel y señalen un dibujo haciendo las preguntas a otros niños. La maestra ayudará si lo cree indispensable.

N1: ¿Qué es esto?
C: Un cono de helado.
M: Pregúntales si se parece al triángulo.
N1: ¿Se parece al triángulo?
C: Sí.
N1: /con ayuda de la maestra/
¿Por qué se parece?
C: Porque tienen la misma forma.

Let's count its sides.
P1: /counting the sides with the teacher's help/
One, two, three.
T: How many sides does it have.
P1: Three.

After she has passed out all of the triangles, the teacher will show the children a poster with prints or sketches of objects which are shaped in a triangular form, such as a Christmas tree, a sandwich, an ice cream cone, etc., and objects which have no established geometric form, such as a flower, an insect, etc. The children will identify the drawings and separate those which are triangular, giving the reason that they are similar or not similar.

T: What is this?
C: A flower.
T: Does it look like the triangle?
C: No.
T: Why doesn't it look like one?
P1: /with the teacher's help/
Because it doesn't have the same shape.

The teacher will ask different children to approach the poster and point out a drawing, asking the questions of other pupils. The teacher will help them when she thinks it necessary.

P1: What is this?
C: An ice cream cone.
T: Ask them if it looks like the triangle.
P1: Does it look like the triangle?
C: Yes.
P1: /with the teacher's help/
Why does it look like one?
C: Because they have the same shape.

Luego la maestra dará un papel y lápiz a cada niño para que tracen un triángulo usando el que se le dio al comenzar la lección como modelo.

M: Primero pones el triángulo sobre el papel.
¿Qué haces primero?
N: Pongo el triángulo sobre el papel.
M: Después pasas el lápiz alrededor del triángulo.
¿Qué haces después?
N: Paso el lápiz alrededor del triángulo.

Debe dar una explicación clara a cada niño de como se dibuja el triángulo para obtener repuesta a sus preguntas.

M: ¿Qué hizo (Juan)?
N: Un triángulo.
M: ¿Qué hizo primero?
N: Puso un triángulo sobre el papel.
M: ¿Qué hizo después?
N: Pasó el lápiz alrededor del triángulo.

Later the teacher will give each child a sheet of paper and pencil to trace a triangle with, using the triangle given them at the beginning of the lesson as a model.

T: First you put the triangle on the paper.
What do you do first?
P: I put the triangle on the paper.
T: Next you trace around the triangle.
What do you do next?
P: I trace around the triangle.

She should explain clearly enough to each child how he should draw the triangle so that he will be able to answer her questions easil

T: What did (Juan) make?
P: A triangle.
T: What did he do first?
P: He put the triangle on the paper.
T: What did he do next?
P: He traced around the triangle.

UNIT VI - ENGLISH CIRCLE 39

*Linguistic Focus -

Go outside.
Come inside.
It's a ball.
They're balls.

+ It's / They're / He's / She's + inside / outside +.

*Conceptual Focus -
Spatial relations,
Identification of objects.

*Materials -
a doorway, box and two balls

The teacher and aide position the class in a semi-circle facing the doorway to the classroom. The teacher and then the class, say to the aide, Go outside. After the aide goes outside, the teacher asks the class, Is Miss Smith inside or outside? The teacher then helps the class respond appropriately. Then, the teacher and class say to the aide, Come inside. The teacher asks, Is Miss Smith inside or outside? and the class responds, Inside.

T: /to aide and modeling directive/
Go outside.
C: /with teacher's help/
Go outside.
T: /to class/
Is Miss Smith inside or outside?
C: /with teacher's help/
She's outside.
T: /to aide and modeling directive/
Come inside.
C: /with teacher's help/
Come inside.
T: /to class/
Is Miss Smith inside or outside?
C: /with teacher's help/
She's inside.

The activity continues, having the class tell individuals, Go outside and Come inside. The teacher continues to ask the questions and help the class respond appropriately.

The aide opens the door and places a box outside in the hall. The teacher asks the class, Is the box inside or outside? The aide helps the class respond, It's outside.

T: /to class/
Is the box inside or outside?
C: /to teacher with aide's help/
It's outside.

The aide then brings the box in and keeps it for a later activity.

The aide then puts two balls in the center of the semi-circle of pupils. She holds up one ball and asks, What's this? The teacher helps the class respond, It's a ball.

A: /to class, holding
up a ball/
What's this?
C: /with the teacher's
help, to the aide/
It's a ball.

The aide holds up two balls and asks, *What are these?* The teacher helps the class reply, *They're balls*.

A: /to class, holding
up 2 balls/
What are these?
C: /with the teacher's
help, to the aide/
They're balls.

The aide takes one ball and puts it on the floor in the middle of the semi-circle. The teacher asks, *Is the ball inside or outside?*, and the aide helps the class reply, *It's inside*.

T: /to class/
Is the ball inside
or outside?
C: /with aide's help/
It's inside.

The aide picks up the ball and puts it outside the door. The teacher asks, *Is the ball inside or outside?*, and the aide helps the pupils reply, *It's outside*.

T: /to class/
Is the ball inside
or outside?
C: /to teacher with
aide's help/
It's outside.

The aide then takes two balls and places them outside the door. The teacher asks, *Are the balls inside or outside?*, and the aide helps the pupils reply, *They're outside*.

T: /to class/
Are the balls inside
or outside?
C: /with aide's help/
They're outside.

The aide brings the two balls in and places them in the middle of the semi-circle of pupils. The teacher asks, *Are the balls inside or outside?*, and the aide helps the pupils reply, *They're inside*.

T: /to class/
Are the balls inside
or outside?
C: /with aide's help/
They're inside.

The aide then chooses two pupils to help her. One pupil is to put the box either outside in the hall or inside in the semi-circle. The other pupil is blindfolded and the teacher asks him to guess if the box is outside or inside. The aide helps the pupil guess, *It's outside*, and the class with the teacher's help, tells where the box has been placed, *Yes, it's outside.*

T: /to a pupil/
Is the box inside
or outside?
P1: /blindfolded, with
aide's help/
It's outside.
C: /to P1, with teacher's
help/
Yes, it's outside.

If the pupil who was guessing made a correct guess, he or she then hides the box and a new pupil is chosen to guess. If the pupil guesses incorrectly, the class, with the teacher's help, corrects the pupil.

P1: /to class/
It's inside.

C: /with teacher's help/
No, it's not inside.
It's outside.

When a pupil guesses incorrectly twice, another pupil takes his or her place in the game and the original pupil sits back in the semi-circle.

UNIT VI - SPANISH CIRCLE 41

*Enfoque Linguístico -

Muéstrenme uno igual a éste.
¿Qué es eso?

Un cuadrado
+Un triángulo+.
Un círculo

el cuadrado
+Puse + el triángulo+ sobre
Puso
el círculo

el triángulo
+el cuadrado +.
el círculo

Con los ojos cerrados encontró

el cuadrado
+el triángulo+.
el círculo

*Enfoque Conceptual - Identificación, Relaciones temporales
*Materiales - triángulos, cuadrados y círculos en papel de construcción

*Linguistic Focus -

Show me one that's just like this.
What is that?

square
It's a +triangle+.
circle

square
+I put + the +triangle+ over
He put
circle

triangle
the + square +.
circle

square
+He + found the +triangle+ with
She
circle

+his + eyes closed.
her

*Conceptual Focus - Identification, Temporal relations
*Materials - triangles, squares, and circles all made of construction paper

---

La maestra tendrá dibujados en la pizarra figuras de un círculo, un cuadrado y un triángulo. La maestra mostrará una a una las figuras de la pizarra y preguntará a la clase qué son.

M: /mostrando un círculo/
¿Qué es esto?
C: Un círculo
M: /mostrando un cuadrado/
¿Qué es esto?
C: Un cuadrado.
M: /mostrando un triángulo/
¿Qué es esto?
C: Un triángulo.

The teacher will have a circle, a square and a triangle drawn on the blackboard. She will point to the blackboard figures one by one and ask the class what they are.

T: /showing a circle/
What is this?
C: A circle.
T: /showing a square/
What is this?
C: A square.
T: /showing a triangle/
What is this?
C: A triangle.

Los niños a su vez tendrán un círculo, un cuadrado y un triángulo hechos en papel de construcción. Cuando los niños identifican la figura que la maestra está enseñando, ella les pedirá que le muestren otra igual.

M: /mostrando un cuadrado/
Muéstrenme uno igual a éste.
N1: /muestra un cuadrado/
T: ¿Qué es eso?
N1: Un cuadrado.

La maestra invitará un niño para que dé las indicaciones a la clase repitiendo así el ejercicio anterior.

N1: /mostrando un círculo y con ayuda de la maestra/
Muéstrenme uno igual a éste.
C: /muestran un círculo/
N1: /con ayuda de la maestra/
¿Qué es eso?
C: Un círculo.

Esto se repetirá dando oportunidad a diferentes niños. La clase se dividirá en dos grupos, uno con la maestra y otro con la auxiliar. A los niños les serán dadas instrucciones individuales para que coloquen una figura sobre otra. Luego verbalizarán lo que hicieron. La maestra los ayudará cuando sea necesario.

M: Coloca el círculo sobre el cuadrado.
¿Qué hiciste?
N: Puse el círculo sobre el cuadrado.
M: Coloca el triángulo sobre el círculo.
¿Qué hiciste?
N: Puse el triángulo sobre el círculo.
M: Con los ojos cerrados encuentra el círculo.

At the same time, the children will have a circle, a square and a triangle made of construction paper. When the children identify the figure which the teacher shows them, she will ask them to show her another one just like it.

T: /showing a square/
Show me one that's just like this.
P1: /shows a square/
T: What is that?
P1: It's a square.

The teacher will ask a pupil to give the instructions to the class, repeating the above exercise.

P1: /showing a circle and with the teacher's help/
Show me one that's just like this.
C: /show a circle/
P1: /with the teacher's help/
What is that?
C: It's a circle.

This should be repeated so different children will be able to take part. Then the class will divide into two groups, one with the teacher and one with the aide. The children are given individual instructions to place one figure on top of another, later telling what they did. The teacher will help them if necessary.

T: Put the circle on the square.
What did you do?
P: I put the circle on the square.
T: Put the triangle on the circle.
What did you do?
P: I put the triangle on the circle.
T: Find the circle with your eyes closed.

¿Cuál encontraste? N: El círculo.	Which one did you find? P: The circle.
La maestra hará las preguntas a la clase.	The teacher will then question the class.
M: ¿Qué hizo (Ana) primero?	T: What did (Ana) do first?
C: Puso el círculo sobre el cuadrado.	C: She put the circle on the square.
M: ¿Qué hizo después?	T: Then what did she do?
C: Puso el triángulo sobre el círculo.	C: She put the triangle on the circle.
M: ¿Qué hizo de último?	T: What did she do last?
C: Con los ojos cerrados encontró el círculo.	C: She found the circle with her eyes closed.

UNIT VI - ENGLISH CIRCLE 40

*Linguistic Focus -

Take the $+\substack{\text{bats}\\\text{balls}}+$ outside.

Bring the $+\substack{\text{bats}\\\text{balls}}+$ inside.

Are the $+\substack{\text{bats}\\\text{balls}}+$ inside or outside?

*Conceptual Focus -
Spatial relations,
Identification of objects

*Materials -
2 balls, 2 baseball bats

The teacher and aide position the class in a semi-circle in front of the doorway leading to the outside of the classroom. After the teacher has placed two balls in front of the class, the aide and then, the class, tell the teacher, Take the balls outside. When the teacher steps outside, the aide and then, the class, say, Bring the balls inside.

A: /to teacher and modeling the directive/
Take the balls outside.
C: /with aide's help/
Take the balls outside.
A: /to teacher and modeling the directive/
Bring the balls inside.
C: /with aide's help/
Bring the balls inside.

After the teacher brings the balls inside, the aide and the class, ask the teacher, Are the balls inside or outside? The teacher responds, Inside.

A: /modeling question/
Are the balls inside or outside?
C: /with aide's help/
Are the balls inside or outside?
T: /pointing to balls/
Inside.

Next, the teacher holds up a baseball bat and asks the aide and then the class, What's this? The aide models, It's a bat, and helps the class respond.

T: /holding up a bat/
What's this?
A: /modeling answer/
It's a bat.
C: /with aide's help/
It's a bat.

Now, the first two activities in this lesson may be repeated using two bats instead of balls. The aide continues to help the class give directives to the teacher and individual pupils in the first activity. The aide continues to ask the question in the second activity.

UNIT VI - SPANISH CIRCLE 42

*Enfoque Linguístico -

círculos
¿Cuántos +cuadrados + grandes +
etc. pequeños

tienes?

Dos
+Tres+.
etc.

¿De cuáles tienes más?

los círculos
De +los cuadrados +grandes +.
etc. pequeños

Pegamos +los círculos +
los cuadrados

+grandes +.
pequeños

*Enfoque Conceptual - Relaciones temporales, Gradación
*Materiales - papel de dibujo, lápiz, siluetas de círculos, cuadrados y triángulos en dos tamaños

*Linguistic Focus -

circles
How many +big + squares+
little etc.

do you have?

Two
+Three+.
etc.

Which ones do you have more of?

circles
+Big + squares+.
Little etc.

We glued on the +big +
little

+circles +.
squares

*Conceptual Focus - Temporal relations, Seriation
*Materials - drawing paper, pencils; silhouettes of circles, squares and triangles represented in two sizes

---

La clase se dividirá en dos grupos, uno con la maestra y el otro con la auxiliar. A cada niño se le dará un papel y un lápiz. La maestra dará instrucciones individuales para indicarle a cada niño las figuras que va a dibujar. Los niños serán interrogados sobre lo que han hecho. Los dibujos serán círculos, cuadrados y rectángulos, grandes y pequeños.

M: (Juan), dibuja dos círculos pequeños y uno grande.

The class will divide into two groups, one with the teacher and the other with the aide. Each child will be given a sheet of paper and a pencil and the teacher will give individual instructions as to what they are going to do. Then the children will be questioned about what they made, the drawings being circles, squares, or triangles and either big or little.

T: (Juan), draw two little circles and one big one.

¿Cuántos círculos pequeños dibujaste?
N1: Dos.
M: ¿Cuántos círculos grandes dibujaste?
N1: Uno.
M: ¿De cuáles tienes más?
N1: De los círculos pequeños.

La maestra y auxiliar darán a cada niño de su grupo varias figuras como triángulos, círculos y cuadrados ya recortadas en dos tamaños diferentes. Los niños serán estimulados para que se hagan preguntas unos a otros. Las preguntas serán tendientes a saber cuántas figuras de determinado tamaño tiene cada uno.

M: (Luis), pregúntale a (Juan) cuántos cuadrados pequeños tiene.
N1: ¿Cuántos cuadrados pequeños tienes?
N2: Tres.
M: Pregúntale cuántos círculos grandes tiene.
N1: ¿Cuántos círculos grandes tienes?
N2: Dos.
M: Pregúntale de cuáles tiene más.
N1: ¿De cuáles tienes más?
N2: De los cuadrados pequeños.

La maestra invitará a los niños para que peguen las figuras en un papel blanco que colocará en la pared. Primero pegarán los círculos grandes, después los pequeños, después los cuadrados grandes y por último los pequeños. Los niños serán interrogados.

M: ¿Qué hicieron primero?
C: Pegamos los círculos grandes.
M: ¿Qué hicieron después?
C: Pegamos los círculos pequeños.

How many little circles did you draw?
P1: Two.
T: How many big circles did you draw?
P1: One.
T: Which ones do you have more of?
P1: Little circles.

The teacher and aide will give each child in their groups various cut out shapes of two different sizes, such as triangles, circles and squares. The children will be encouraged to ask questions of each other, the questions focusing on finding out how many figures of a certain size each child has.

T: (Luis), ask (Juan) how many little squares he has.
P1: How many little squares do you have?
P2: Three.
T: Ask how many big circles he has?
P1: How many big circles do you have?
P2: Two.
T: Ask which ones he has more of.
P1: Which ones do you have more of?
P2: Little squares.

The teacher asks the children to glue the figures to sheets of white paper which will later be pinned to the wall. First they glue on the big circles, then the little ones, next the big squares and last the little ones. She then questions the children.

T: What did you do first?
C: We glued on the big circles.
T: Then what did you do?
C: We glued on the little circles.

M:	¿Qué hicieron después?	T:	Then what did you do?
C:	Pegamos los cuadrados grandes.	C:	We glued on the big squares.
M:	¿Qué hicieron de último?	T:	What did you do last?
C:	Pegamos los cuadrados pequeños.	C:	We glued on the little squares.

UNIT VI - ENGLISH CIRCLE 41

*Linguistic Focus -

Put the ball in +back front+ of Robert.

Put your hand in +back front+ of your +leg head+.

No. It's not.

*Conceptual Focus - Spatial relations

*Materials -
a ball

After the class has formed a circle, the teacher holds a ball while the aide says to the teacher, Put the ball in front of Robert. After the teacher puts the ball in front of the pupil named, the aide asks the teacher, and then the class, Is the ball in front or in back of Robert? The teacher, and then the class, with the teacher's help, respond, In front of Robert.

A: /to teacher/
Put the ball in
front of Robert.
Is the ball in front or
in back of Robert?
T: /to aide/
In front of Robert.
A: /to class/
Is the ball in front or
in back of Robert?
C: /with teacher's help/
In front of Robert.

The activity is repeated using in back of.

Now, the teacher tells the class, Stand up. The teacher and aide sing and pantomime in front of and in back of activities to the tune, "Twinkle, Twinkle Little Star." Then, the class repeats the singing and pantomiming with the teacher and aide's help.

T&A /to class/
Put your hand in front
of your head.
Put your hand in back
of your head.
Put your hand in front
of your leg.
Put your hand in back
of your leg.
Put your hand in front
of your head.
Put your hand in back
of your head.
C: /with teacher and aide's
help/
Put your hand in front
of your head.
Put your hand in back
of your head.
Put your hand in front
of your leg.
Put your hand in back
of your leg.
Put your hand in front
of your head.
Put your hand in back
of your head.

Now, the teacher says to the aide, and then the class, Put your hand in front of your leg, Is your hand in back of your leg? After the aide responds appropriately, she helps the class repeat her response.

T: /to aide/
Put your hand in front
of your leg.
Is your hand in back
of your leg?
A: /modeling answer/
No. It's not.
It's in front of my leg.
T: /to class/
Put your hand in front
of your leg.
Is your hand in back
of your leg?
C: /with aide's help/
No. It's not.
It's in front of my leg.

The activity continues with the teacher eliciting the negative response from the class.

If some pupils respond with a shortened answer, the response should not be considered wrong. However, the entire sentence response should be encouraged.

UNIT VI - SPANISH CIRCLE 43

*Enfoque Linguístico -

¿Cuáles pusiste juntos?
Estos.
¿Por qué van juntos?
Porque tienen la misma forma.

el cuadrado
¿De qué color es +el triángulo+
el círculo

del cuadrado
que está al lado +del triángulo+?
del círculo

azul Rojo
Es +rojo+. +Verde+ también.
etc. etc.

*Enfoque Conceptual - Clasificación
*Materiales - copias del papel que se acompaña y crayolas para cada niño

*Linguistic Focus -

Which ones did you put together?
These.
Why do they go together?
Because they have the same shape.

square
What color is the +triangle+
circle

square
which is beside the +triangle+?
circle

blue red
It's +red +. It's +green+ too.
etc. etc.

*Conceptual Focus - Classification
*Materials - copies of the page which accompanies the lesson, crayons for each pupil

---

A cada niño le será dada una copia del papel que se acompaña. La clase se dividirá en dos grupos después que se les haya explicado lo que van a hacer con el papel. Tendrán que unir con una raya cada dibujo con la figura que le corresponda por tener la misma forma. Después de haber terminado, los niños serán interrogados por la maestra.

M: ¿Cuáles pusiste juntos?
N1: Estos.
M: ¿Por qué van juntos?
N1: /con ayuda de la maestra/ Porque tienen la misma forma.

Un niño será invitado a hacer las

Each child will be given a copy of the paper which accompanies the lesson. After being told what they are going to do with the paper, the class will divide into two groups. They should draw a line between each drawing and the corresponding drawing which has its shape. After they have finished, the teacher will question the children about what they have done.

T: Which ones did you put together?
P1: These.
T: Why do they go together?
P1: /with the teacher's help/ Because they have the same shape.

Then one pupil will be called on

mismas preguntas a otro compañero para que practiquen el diálogo. La maestra los ayudará si le parece necesario.

N1: ¿Cuáles pusiste juntos?
N2: Estos.
N1: ¿Por qué van juntos?
N2: Porque tienen la misma forma.

El diálogo se repetirá varias veces con diferentes niños. Una vez efectuado lo anterior se les pedirá que coloreen las figuras a su gusto, dándoles para ello crayolas de los colores conocidos. Mostrando una hoja coloreada la maestra hará las preguntas a la clase.

M: ¿De qué color es el círculo que está al lado del cuadrado?
C: Es rojo.
M: ¿De qué color es el triángulo que está al lado del círculo?
C: Rojo también.

Luego la maestra animará a algunos niños para que hagan las preguntas a otros, ayudándoles si lo cree necesario.

M: (Ana), pregúntale a (Rosa) de qué color es el cuadrado que está al lado del triángulo.
N1: ¿De qué color es el cuadrado que está al lado del triángulo?
N2: Es verde.
M: (Juan), pregúntale a (Luis) de qué color es el círculo que está al lado del triángulo?
N3: ¿De qué color es el círculo que está al lado del triángulo?
N4: Verde también.

to practice the dialogue by asking the same questions of a classmate. The teacher helps them when she thinks it necessary.

P1: Which ones did you put together?
P2: These.
P1: Why do they go together?
P2: Because they have the same shape.

The dialogue should be repeated several times with different children. When they have carried out the above, the teacher will ask the children to color the figures as they please, giving them crayons in familiar colors. Then she holds up a colored page and questions the class.

T: What color is the circle which is beside the square?
C: It's red.
T: What color is the triangle which is beside the circle?
C: It's red too.

Then the teacher encourages several children to ask the questions of others, helping them when necessary.

T: (Ana), ask (Rosa) the color of the square which is beside the triangle.
P1: What color is the square which is beside the triangle?
P2: It's green.
T: (Juan), ask (Luis) the color of the circle which is beside the triangle.
P3: What color is the circle which is beside the triangle?
P4: It's green too.

FLICS

MICHIGAN MIGRANT EDUCATION PROGRAM

First Revision
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A Bilingual Oral Language and Conceptual Development
Program for Spanish Speaking Pre-School Children

UNIT VI - ENGLISH CIRCLE 42

*Linguistic Focus -

It's a boat.

Some of those are +boats / bats+.

All of those are toys.

*Conceptual Focus -
Spatial relations,
Classification

*Materials -
3 or 4 toy boats and 2 baseball bats

The teacher gives a pupil a baseball bat, saying, Put the bat in front of Robert, Is the bat in front or in back of Robert? Put the bat in back of Robert, Is the bat in front or in back of Robert? The aide helps the pupil respond appropriately both times.

T: /to pupil/
Put the bat in front of Robert.
Is the bat in front or in back of Robert?
P1: /with aide's help/
In front of Robert.
T: /to same pupil/
Put the bat in back of Robert.
Is the bat in front or in back of Robert?
P1: /with aide's help/
In back of Robert.

Now, the teacher removes the bat and holds up a boat, saying to the aide and then to the class, What's this? The aide responds, It's a boat, and then, she helps the class respond, It's a boat. The teacher holds up two or three boats, asking the aide and then the class, What are these? The aide responds, They're boats, and then, she helps the class respond, They're boats.

T: /holding up a boat and to aide/
What's this?
A: /to teacher/
It's a boat.
T: /holding up a boat and to class/
What's this?
C: /with aide's help/
It's a boat.
T: /holding up 2 or 3 boats and to aide/
What are these?
A: /to teacher/
They're boats.
T: /holding up 2 or 3 boats and to class/
What are these?
C: /with aide's help/
They're boats.

Now, repeat the first activity, using boats instead of bats.

Next, the teacher puts several boats and bats in the middle of the circle area, pointing and saying, Some of those are boats, Some of those are bats, All of those are toys. The aide helps the class repeat the teacher's statements.

T: /pointing to toys/
Some of those are boats.
C: /with aide's help/
Some of those are boats.

T: /pointing to the toys/
Some of those are bats.
C: /with aide's help/
Some of those are bats.
T: /pointing to toys/
All of those are toys.
C: /with aide's help/
All of those are toys.

Now, repeat the first activity, using the word toys.

To end the activity, the teacher puts the toys in front of a pupil and asks the class, Are the toys in front of Robert? The aide helps the class respond, Yes, they are. They're in front of Robert. The teacher asks, Are the toys in back of Robert? The aide helps the class respond, No, they're not. They're not in back of Robert.

T: /placing toys in front of the pupil and to class/
Are the toys in front of Robert?
C: /with aide's help/
Yes, they are. They're in front of Robert.
T: /leaving toys in front of the same pupil and to class/
Are the toys in back of Robert?
C: /with aide's help/
No, they're not. They're not in back of Robert.

UNIT VI - SPANISH CIRCLE 44

*Enfoque Linguístico -

Una taza
+Un camión+.
Un carro

Para llevarnos a lugares.
Porque los dos sirven para llevarnos a lugares.
¿Se parecen el carro y la taza?
No.
¿Por qué?
Porque la taza no sirve para llevarnos a lugares.

*Enfoque Conceptual - Clasificación, Identificación
*Materiales - un carro, un camión y una taza

Los niños y la maestra se sentarán en el suelo en forma de círculo. La maestra presentará un camión para que los niños lo observen. Se harán preguntas para tratar de obtener respuestas descriptivas.

M: /mostrando un camión/
Este es un camión.
Los camiones sirven para llevarnos a lugares.
¿Qué es esto?
N1: Un camión.
M: ¿Para qué sirven los camiones?
N2: /con ayuda de la maestra/
Para llevarnos a lugares.

Luego la maestra mostrando un carro hará las mismas observaciones repitiendo el diálogo.

M: /mostrando un carro/
Este es un carro.
Los carros sirven para lle-

*Linguistic Focus -

cup
A +truck+.
car

To take us places.
Because they're both used to take us places.
Are a car and a cup alike?
No.
Why not?
Because a cup isn't used to take us places.

*Conceptual Focus - Classification, Identification
*Materials - a car, a truck and a cup

The children and the teacher will sit in a circle on the floor. The teacher will present a truck for the children's observation, asking questions which require a descriptive answer.

T: /showing a truck/
This is a truck.
Trucks are used to take us places.
What is this?
P1: A truck.
T: What are trucks used for?
P2: /with the teacher's help/
To take us places.

Then the teacher makes the same observations while showing a car and repeating the dialogue.

T: /showing a car/
This is a car.
Cars are used to take us

varnos a lugares.
¿Qué es esto?
N1: Un carro.
M: ¿Para qué sirven los carros?
N2: Para llevarnos a lugares.

Entonces la maestra mostrará el carro y el camión juntos haciendo preguntas individualmente. Mediante estas preguntas los niños compararán los vehículos en cuanto a su semejanza por la función que desempeñan.

M: /colocando juntos el carro y el camión/
¿Por qué se parecen el carro y el camión?
N1: /con ayuda de la maestra/
Porque los dos sirven para llevarnos a lugares.

La maestra mostrará una taza. Para hacer la diferencia de función entre la taza, el carro y el camión, hará distintas preguntas dirigidas a la clase.

M: /mostrando una taza/
¿Sirve la taza para llevarnos a lugares?
C: No.
M: /mostrando una taza y un camión/
¿Se parecen la taza y el camión?
C: No.
M: ¿Por qué?
C: /con ayuda de la maestra/
Porque la taza no sirve para llevarnos a lugares.

Se pedirá a distintos niños que muestren dos de los objetos que se han usado en esta lección, como un carro y una taza o un camión y un carro, e interroguen al grupo. Si la maestra lo cree necesario le ayudará al niño que

places.
What is this?
P1: A car.
T: What are cars used for?
P2: To take us places.

Then the teacher will show the car and truck together, asking individual questions. In answering these questions, the children will compare the similarity of the vehicles through their common function.

T: /placing the car and the truck together/
Why are the car and the truck alike?
P1: /with the teacher's help/
Because they're both used to take us places.

Next the teacher shows the class a cup. To establish the difference between the cup, car and truck, the teacher will ask new questions of the class.

T: /showing a cup/
Is a cup used to take us places?
C: No.
T: /showing the cup and the truck/
Are a cup and a truck alike?
C: No.
T: Why not?
C: /with the teacher's help/
Because a cup isn't used to take us places.

Different children will be asked to show two of the objects which have been used in this lesson, such as a car and a cup or a truck and a car, and question the group. If the teacher feels it necessary, she may help the esté haciendo las preguntas.

N1: /mostrando un carro y una taza/
¿Se parecen el carro y la taza?
C: No.
N1: ¿Por qué?
C: Porque la taza no sirve para llevarnos a lugares.

child with the questions.

P1: /showing a car and a cup/
Are a car and a cup alike?
C: No.
P1: Why not?
C: Because the cup isn't used to take us places.

UNIT VI - ENGLISH CIRCLE 43

*Linguistic Focus -

 Putting   in
+Taking+ the boats +out of+

the cupboard.

              on the table
Some toys are +in the box +.
              on the floor

*Conceptual Focus -
Spatial relations,
Classification

*Materials -
a box, table, cupboard,
2 boats, 3 blocks

The teacher and the aide position the class in a semi-circle in front of a table and a cupboard. The aide puts two boats and two or three blocks on the table, asking the class, Are the toys on the table? The teacher helps the class respond, Yes. They are, They're on the table. The aide then asks, Are the toys in the cupboard? The teacher helps the class respond, No. They're not. They're not in the cupboard.

A: /putting toys on
table and to class/
Are the toys on
the table?
C: /with teacher's help/
Yes. They are.
They're on the table.
A: /to class/
Are the toys in the
cupboard?
C: /with teacher's help/
No. They're not.
They're not in the
cupboard.

Next, the teacher says to a pupil, Put the boats in the cupboard, What are you doing?, Take the boats out of the cupboard, What are you doing?

The aide helps the child respond appropriately to the teacher's questions.

T: /to one pupil/
Put the boats in
the cupboard.
What are you doing?
P1: /putting boats in cupboard
and with aide's help/
Putting the boats in
the cupboard.
T: /to same pupil/
Take the boats out
of the cupboard.
What are you doing?
P1: /taking boats out of
the cupboard and with
aide's help/
Taking the boats out
of the cupboard.

The activity continues, using blocks and a different pupil.

Now, the aide puts some toys on the table and some more toys in a box. She asks the teacher, Where are the toys? While pointing to the table and then to the box, the teacher responds, Some toys are on the table, Some toys are in the box. She helps the the class repeat each of the responses.

A: /putting some toys on a table, some toys in a box, to class/
Where are the toys?
T: /pointing to table and then to box/
Some toys are on the table.
Some toys are in the box.
C: /with teacher's help/
Some toys are on the table.
Some toys are in the box.

Now, the teacher puts all of the toys on the floor, asking the aide and then the class, *Where are all of the toys?* The aide models the response and then helps the class respond.

T: /to aide/
Where are all of the toys?
A: /modeling answer/
On the floor.
T: /to class/
Where are all the toys?
C: /with aide's help/
On the floor.

UNIT VI - SPANISH CIRCLE 45

*Enfoque Linguístico -

¿Cuáles van juntos?

El papel la ropa
+La muñeca+ y +la crayola+.
etc. etc.

¿Por qué?
Porque el sombrero se usa en la cabeza.
Porque con la crayola dibujamos en el papel.
Porque la muñeca se pone la ropa.
Porque el guante se pone en la mano.

*Enfoque Conceptual - Clasificación
*Materiales - papel y crayolas, taza y plato, muñeca y ropita de muñeca, copias de la hoja que se acompaña

*Linguistic Focus -

Which ones go together?

The paper the clothes
+The doll + and +the crayon +.
etc. etc.

Why?
Because the hat is worn on the head.
Because we draw on the paper with the crayon.
Because the doll wears the clothes.
Because the glove is worn on the hand.

*Conceptual Focus - Classification
*Materials - crayons and paper, cup and saucer, doll and doll clothes, copies of the sheet which accompanies the lesson

---

Los niños serán colocados en círculo alrededor de una mesa. En la mesa se colocarán varios objetos que estén relacionados como muñeca con ropa de muñeca, crayolas con papeles y un plato con una taza. La maestra dará el ejemplo tomando en sus manos la taza y el plato dirá a los niños que la taza y el plato van juntos porque sobre el plato se coloca la taza y ambos se usan para comer. La maestra entonces pedirá a los niños que le muestren cuáles objetos van juntos y le digan por qué.

M: ¿Cuáles van juntos?
N1: El papel y la crayola.
M: ¿Por qué?
N2: /con ayuda de la maestra/

The children will be seated in a circle around the table. The teacher will place several related objects such as a doll and doll clothes, crayons and sheets of paper, or a cup and saucer on the table. She will give the example by taking the cup and saucer in her hands and telling the children that the cup and saucer go together because the cup is placed on the saucer and both are used for eating. The teacher will then ask the children to point out which objects go together and give the reason why.

T: Which ones go together?
P1: The paper and the crayon.
T: Why?
P2: /with the teacher's help/

Porque con la crayola dibujamos en el papel.

Luego procederá igual con los otros objetos.

M: ¿Cuáles otros van juntos?
N1: La muñeca y la ropa.
M: ¿Por qué?
N2: /con ayuda de la maestra/ Porque la muñeca se pone la ropa.

Se le repartirá a cada niño una copia de la hoja que se acompaña. Los niños, con la ayuda de la maestra tendrán que unir los objetos que se relacionan con una línea hecha con crayola. La maestra hará la demostración de cómo hacerlo. Luego los ayudará individualmente y los irá interrogando guiándolos para que digan por qué los objetos se relacionan.

M: ¿Por qué el guante y la mano van juntos?
N1: /con ayuda de la maestra/ Porque el guante se pone en la mano.

La maestra estimulará a algunos niños para que hagan preguntas. Un niño se acercará a otro y observará el trabajo que está haciendo. La maestra ayudará, si lo cree necesario, para que efectúe la pregunta.

M: (Ana), pregúntale a (José) cuáles dibujos van juntos.
N1: ¿Cuáles van juntos?
N2: La cabeza y el sombrero.
N1: ¿Por qué?
N2: /con ayuda de la maestra/ Porque el sombrero se usa en la cabeza.

Because we draw on the paper with the crayon.

The teacher continues with the other objects.

T: Which ones go together?
P1: The doll and the doll clothes.
T: Why?
P2: /with the teacher's help/ Because the doll wears the clothes.

The teacher passes out a copy of the accompanying page to each child. With the teacher's help the children will use a crayon to draw a line connecting the objects which have relation to each other, the teacher demonstrating first how to do it. Later she will help the pupils individually and guide them in answering why the connected objects go together.

T: Why do the glove and the hand go together?
P1: /with the teacher's help/ Because the glove is worn on the hand.

The teacher will encourage several children to ask the questions. One pupil will approach another and observe what he is doing. Then the teacher helps him ask the question if she thinks it necessary.

T: (Ana), ask (José) which drawings go together.
P1: Which ones go together?
P2: The head and the hat.
P1: Why?
P2: /with the teacher's help/ Because the hat is worn on the head.

UNIT VI - ENGLISH CIRCLE 44

*Linguistic Focus -

It's + a train car / an airplane +.

Taking all of the + trains / airplanes + to the table.

Bringing some of the toys to you.

*Conceptual Focus -
Spatial relations, Classification, Identification of objects

*Materials -
2 dolls, 3 or 4 cars, balls, bats, blocks, airplanes and train cars

---

Before the lesson begins, the aide puts two dolls, two or three cars, a ball, a bat and two or three blocks just outside the classroom door. The teacher and the aide position the class in a semi-circle in front of the doorway. The teacher asks the aide, Where are the toys? The aide points outside and says, They're outside. The teacher tells one pupil, Go outside, Bring the toys inside. The teacher helps the pupil get the toys. Then, the aide says to the class, Where are the toys? The teacher helps the class respond, They're inside.

T: /to aide/
Where are the toys?
A: /pointing outside/
They're outside.
T: /to a pupil/
Go outside.
Bring all of the toys inside.
A: /after pupil brings the toys inside and to class/
Where are the toys?
C: /with teacher's help/
They're inside.

Now, the teacher and aide position the class in a circle and give each pupil a toy, such as an airplane, a set of two train cars linked together, a ball, a bat or a block. The aide then holds up a block and asks, What's this? The teacher helps all the pupils who have blocks to each hold up their blocks and say, It's a block, and This is a block, while pointing to the aide's block, and then to their own block.

A: /holding up a block/
What's this?
G1: /pointing to aide's block/
It's a block.
/holding up their own blocks/
This is a block.

The aide then holds up an airplane and asks, What's this? The teacher points to the aide's airplane and says, It's an airplane. The teacher helps the class repeat. It's an airplane. Then the teacher helps the airplane group hold up their airplanes and say, This is an airplane. The teacher now holds up two airplanes and asks, What are these? The aide helps the class respond, after she responds, They're airplanes.

A: /holding up an airplane/ What's this?
T: /pointing to aide's airplane/ It's an airplane.
C: /with teacher's help/ It's an airplane.
G2: /with teacher's help/ This is an airplane.
T: /holding up several airplanes/ What are these?
A: /to teacher/ They're airplanes.
C: /with aide's help/ They're airplanes.

The activity is repeated, using train cars, balls and bats.

The teacher says to the airplane group, *Take all of the airplanes to the table, What are you doing?* The aide helps the airplane group respond, *Taking all of the airplanes to the table.* When the task is done, the teacher says, *Sit down.*

T: /to the airplane group/ Take all of the airplanes to the table. What are you doing?
G1: /taking all of the airplanes to the table and with aide's help/ Taking all of the airplanes to the table.
T: /to the same pupil/ Sit down.

The activity is repeated with the block, train, ball and bat groups.

When all of the toys have been taken to the table the teacher tells one pupil, *Bring some of the toys to me, What are you doing?* The aide helps the pupil bring a few toys to the teacher and respond appropriately to the teacher's question.

T: /to one pupil/ Bring some of the toys to me. What are you doing?
A: /modeling answer/ Bringing some of the toys to you.
P1: /bringing some toys to teacher and with aide's help/ Bringing some of the toys to you.

UNIT VI - SPANISH CIRCLE 46

*Enfoque Linguístico -

Un camión   Rojo
+Un círculo+.   +Blanco+.
etc.   etc.

¿Cuál figura se parece a

+la rueda
la ventana+?

+El círculo
El cuadrado+.

*Enfoque Conceptual - Clasificación, Identificación

*Materiales - un dibujo de un camión que podría ser como el que se acompaña pero en tamaño grande, siluetas de figuras geométricas

*Linguistic Focus -

truck   Red
A +circle+.   +White+.
etc.   etc.

Which figure looks like the

+wheel
window+?

The +circle
square+.

*Conceptual Focus - Classification, Identification

*Materials - a drawing of a truck which may be similar to the example which accompanies this lesson but of a much larger size, silhouettes of geometric figures

---

La maestra mostrará un dibujo de un camión que podría ser como el dibujo que se incluye. Hará que los niños observen el mismo. La maestra los guiará a observar las ruedas y la ventana por medio de preguntas sobre su color.

M: ¿Qué es esto?
C: Un camión.
M: ¿De qué color es?
C: Rojo.
M: ¿De qué color son las ruedas?
C: Negras.
M: ¿De qué color es la ventana?
C: Blanca.

Entonces la maestra mostrará diferentes figuras geométricas hechas en papel de construcción

The teacher will show a drawing of a truck such as the one suggested by the attached drawing and she encourages the children to observe it. By using questions about their colors the teacher will encourage the children to observe the wheels and window.

T: What is this?
C: A truck.
T: What color is it?
C: Red.
T: What color are the wheels?
C: Black.
T: What color is the window?
C: White.

Then the teacher shows different geometric figures made of construction paper, asking the chilhaciendo que sean observadas e interrogando a los niños.

M: /mostrando un círculo/
¿Qué es esto?
C: Un círculo.
M: /mostrando un cuadrado/
¿Qué es esto?
C: Un cuadrado.
M: /mostrando un triángulo/
¿Qué es esto?
C: Un triángulo.

Colocando la maestra las figuras anteriores en el franelógrafo o la pizarra hará preguntas a los niños para establecer la relación.

M: ¿Cuál figura se parece a la rueda del camión?
C: El círculo.
M: ¿Cuál figura se parece a la ventana del camión?
C: El cuadrado.

La maestra llamará a un niño al frente para que haga la pregunta a la clase. El niño colocará la figura sobre otra que es semejante cuando la maestra lo indique. La maestra ayudará al niño a hacer las preguntas si le parece necesario.

N1: ¿Cuál figura se parece a la rueda?
C: El círculo.
M: Coloca el círculo sobre la rueda.
N1: ¿Cuál figura se parece al cuadrado?
C: La ventana.
M: Coloca el cuadrado sobre la ventana.

dren to observe them and answer her questions.

T: /showing a circle/
What is this?
C: A circle.
T: /showing a square/
What is this?
C: A square.
T: /showing a triangle/
What is this?
C: A triangle.

While she places the above figures on the bulletin board or blackboard the teacher asks the children to establish the relation.

T: Which figure looks like the wheel of the truck?
C: The circle.
T: Which figure looks like the window of the truck?
C: The square.

The teacher will call a child to the front to question the class. When the teacher so indicates, the pupil will place the figure on the similar one. If necessary the teacher will help him with the questions.

P1: Which figure looks like the wheel?
C: The circle.
T: Put the circle on the wheel.
P1: Which figure looks like the square?
C: The window.
T: Put the square on the window.

UNIT VII - ENGLISH CIRCLE 45

*Linguistic Focus -

What do you do first?

Then, what do you do?

+First, +doll
+Then,+ put the +block+

on the box.

*Conceptual Focus -
Spatial relations, Temporal relations

*Materials -
a box, car, truck, block, doll

The aide places a box in the center of the circle area. She places a car, truck, doll and block on the floor near the box. The teacher says to the aide, First, put the car on the box, Then, put the truck on the box. Before the aide follows the teacher's directions, the teacher and then the class, ask the aide, What do you do first?, Then, what do you do? The aide responds appropriately to each question.

T: /to aide/
First, put the car
on the box.
Then, put the truck
on the box.
What do you do first?
C: /with teacher's help/
What do you do first?
A: /putting car on box/
First, I put the car
on the box.
T: /to aide/
Then, what do you do?
C: /with teacher's help/
Then, what do you do?
A: /putting truck on box/
Then, I put the truck
on the box.

Now, the teacher and then the class tell the aide, First, put the block on the box, Then, put the doll on the box, What do you do first?, Then, what do you do? The aide responds appropriately to each question.

T: /to aide/
First, put the block
on the box.
C: /with teacher's help/
First, put the block
on the box.
T: /to aide/
Then, put the doll
on the box.
C: /with teacher's help/
Then, put the doll
on the box.
T&C: /to aide/
What do you do first?
A: /putting block on box/
First, I put the block
on the box.
T&C: /to aide/
Then, what do you do?
A: /putting doll on box/
Then, I put the doll on
the box.

The activity is continued having individual pupils follow the directives and answer the questions.

UNIT VII - SPANISH CIRCLE 47

*Enfoque Linguístico -

Primero un bloque +grande / pequeño+.

Después +uno / otro + grande / pequeño+.

¿Cuál colocaste +de primero / último / después+?

*Enfoque Conceptual - Relaciones temporales, Gradación
*Materiales - bloques de dos tamaños

La maestra invitará a los niños a jugar con los bloques sugiriendo que formen una carretera. Alternando el tamaño de los bloques, les hará observar lo que hace, pidiéndoles que repitan con ella. La maestra, cuando crea que los niños han comprendido la idea, les preguntará cuál bloque sigue.

M: Hagamos una carretera. Primero un bloque pequeño. Repitan.
C: Primero un bloque pequeño.
M: Después uno grande. Repitan.
C: Después uno grande.
M: Después otro pequeño. Repitan.
C: Después otro pequeño.
M: ¿Cuál sigue?
N: /con ayuda de la maestra/ Uno grande.

Se les entregará bloques a los niños. La maestra pedirá que

*Linguistic Focus -

First, a +big / little+ block.

Then +a / another + big one / little one+.

Which one did you put on +first / last / next+?

*Conceptual Focus - Temporal relations, Seriation
*Materials - blocks in two different sizes

The teacher will encourage the children to play with the blocks, suggesting that they build a road. Alternating the size of the blocks, she asks them to watch what she is doing while repeating with her. When the teacher feels that the children understand the idea, she will begin to ask them which block comes next.

T: Let's build a road. First, a little block. Repeat.
C: First, a little block.
T: Then a big one. Repeat.
C: Then a big one.
T: Then another little one. Repeat.
C: Then another little one.
T: Which one comes next?
P: /with the teacher's help/ A big one.

The teacher will give blocks to the children, asking them to hagan torres con ellos. Algunos niños dirán cómo deben colocarlos para alternar grandes y pequeños. Otros niños van al frente del grupo para hacerlo.

M: Hagamos una torre.
¿Cuál va primero?
N1: Primero un bloque grande.
M: ¿Cuál sigue?
N2: Uno pequeño.
M: ¿Cuál sigue?
N3: Otro grande.
M: ¿Cuál sigue?
N4: Uno pequeño.

Los niños harán torres y practicarán el diálogo varias veces. Cuando algún niño tenga tres bloques en una torre la maestra le preguntará a ese niño cuál colocó primero, después y por último.

M: ¿Cuál bloque colocaste primero?
N1: Uno pequeño.
M: ¿Cuál colocaste después?
N1: Uno grande.
M: ¿Cuál colocaste de último?
N1: Uno pequeño.

Una vez que lo anterior haya sido practicado la maestra invitará a un niño para que pregunte a otro.

M: Pregúntele a (Juan) cuál colocó primero.
N1: ¿Cuál colocaste primero?
N2: Uno grande.
N1: ¿Cuál colocaste después?
N2: Uno pequeño.
N1: ¿Cuál colocaste de último?
N2: Uno grande.

build towers with them. Some children will tell how the blocks should be placed to alternate big and little, and other children will go to the front to carry out the instructions.

T: Let's build a tower.
Which one comes first?
P1: First, a big block.
T: Which one comes next?
P2: A little one.
T: Which one comes next?
P3: Another big one.
T: Which one comes next?
P4: A little one.

The children will build towers and practice the dialogue several times. When a pupil has three blocks on his tower, the teacher will ask him which block he put on first, which next and which last.

T: Which block did you put on first?
P1: A little one.
T: Which one did you put on next?
P1: A big one.
T: Which one did you put on last?
P1: A little one.

When the above has been practiced the teacher will ask one pupil to question another.

T: Ask (Juan) which one he put on first.
P1: Which one did you put on first?
P2: A big one.
P1: Which one did you put on next?
P2: A little one.
P1: Which one did you put on last?
P2: A big one.

FLICS

MICHIGAN MIGRANT EDUCATION PROGRAM

First Revision
August, 1968

A Bilingual Oral Language and Conceptual Development
Program for Spanish Speaking Pre-School Children

UNIT VII - ENGLISH CIRCLE 46

*Linguistic Focus -

What do you do +first / last+?

Then, what do you do?

First, / +Then, / Last, + I put the +ball / bead / etc.+

+on the box / in the cup+.

*Conceptual Focus -
Spatial relations,
Temporal relations

*Materials -
a box, cup, tiny ball, bead,
trunk, car, doll, block

The aide places a box in the center of the circle area. She places a car, truck, block, doll, cup, a little ball and bead on the floor near the box. The teacher and then the class say to the aide, First, put the car on the box, Then, put the truck on the box, What do you do first?, Then, what do you do? The aide responds appropriately to each of the questions.

T: /to aide/
First, put the car
on the box.
C: /with teacher's help/
First, put the car
on the box.
T: /to aide/
Then, put the truck
on the box.
C: /with teacher's help/
Then, put the truck
on the box.
T&C: /to aide/
What do you do first?
A: /putting car on box/
First, I put the car
on the box.
T&C: /to aide/
Then, what do you do?
A: /putting truck on box/
Then, I put the truck
on the box.

Now, the teacher puts the car and truck back on the floor and says to the aide, First, put the doll on the box, Then, put the block on the box, Put the car on the box last. The teacher and class ask the aide what she does first, then and last. The aide responds appropriately.

T: /to aide/
First put the doll
on the box.
Then, put the block
on the box.
Put the car on the
box last.
T&C: /to aide/
What do you do first?
A: /putting doll on box/
First, I put the doll
on the box.
T&C: /to aide/
Then, what do you do?
A: /putting block on box/
Then, I put the block
on the box.
T: /to aide/
What do you do last?
C: /with teacher's help/

What do you do last?
A: /putting car on box/
Last, I put the car on the box.

Now, the aide puts the car, doll and block back on the floor and holds up the bead. The teacher and then the class ask, *What's that?* The aide responds, *It's a bead.* The teacher helps the class repeat *It's a bead*.

T: /to aide/
What's that?
C: /with teacher's help/
What's that?
A: /holding a bead/
It's a bead.
C: /with teacher's help/
It's a bead.

After the aide puts the bead back on the floor, the teacher and then the class say to the aide, *First, put the cup on the box*, *Then, put the ball in the cup*, *Put the bead in the cup last.* The teacher and the class ask the aide, *What do you do first?*, *Then, what do you do?* *What do you do last?* The aide responds appropriately to each question.

T: /to aide/
First, put the cup on the box.
C: /with teacher's help/
First, put the cup on the box.
T: /to aide/
Then, put the ball in the cup.
C: /with teacher's help/
Then, put the ball in the cup.
T: /to aide/
Put the bead in the cup last.
C: /with teacher's help/
Put the bead in the cup last.
T&C: /to aide/
What do you do first?
A: /putting cup on box/
First, I put the cup on the box.
T&C: /to aide/
Then, what do you do?
A: /putting ball in cup/
Then, I put the ball in the cup.
T&C: /to aide/
What do you do last?
A: /putting bead in cup/
Last, I put the bead in the cup.

The activity continues having individual pupils put the cup on the box, the ball in the cup and then the bead in the cup. The teacher helps the class give the directives and ask the questions while the aide helps the pupil respond appropriately.

UNIT VII - SPANISH CIRCLE 48

*Enfoque Linguístico -

primero
¿Qué hiciste +por último+?
después

Toqué la bola grande
+Marqué + el camión + pequeña+.
etc. etc. pequeño

*Enfoque Conceptual - Relaciones temporales, Gradación

*Materiales - un camión grande y uno pequeño, una bola grande y una pequeña, copias del papel que se acompaña

*Linguistic Focus -

first
What did you do +last +?
next

I touched
+I marked + the +big/little+
etc.

ball
+truck+.
etc.

*Conceptual Focus - Temporal relations, Seriation

*Materials - a big and a little truck, a big and a little ball, copies of the page which accompanies this lesson

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Se mostrará a los niños varios objetos que estarán colocados encima de una mesa, como un camión grande y uno pequeño, una bola grande y otra pequeña. La maestra invitará a un niño a seguir las instrucciones que ella le dará.

M: Primero toca el camión grande. Después la bola pequeña y por último el camión pequeño.
¿Qué hiciste primero?
N1: Toqué el camión grande.
M: ¿Qué hiciste después?
N1: Toqué la bola pequeña?
M: ¿Qué hiciste por último?
N1: Toqué el camión pequeño.

La maestra invitará a varios niños más y procederá en la misma forma con cada uno de ellos. La maestra dará a cada niño una copia del papel que se acompaña. Se les darán instrucciones indi-

The children will be shown various objects which have been placed on the table - a big and a little truck, a big and a little ball. The teacher asks a pupil to carry out the commands that she will give him.

T: First touch the big truck. Then the little ball and last the little truck. What did you do first?
P1: I touched the big truck.
T: What did you do next?
P1: I touched the little ball.
T: What did you do last?
P1: I touched the little truck.

The teacher will call on several other pupils and proceed in the same manner with each of them. A copy of the page which accompanies the lesson will be handed out to each child and he viduales enseñándole a cada niño como marcar en el papel. Luego la maestra interrogará a varios niños uno a uno.

M: Primero marquen la silla pequeña. Después el camión grande y por último la bola grande.
¿Qué hiciste primero?
N1: Marqué la silla pequeña.
M: ¿Qué hiciste después?
N1: Marqué el camión grande.
M: ¿Qué hiciste por último?
N1: Marqué la bola grande.

La maestra animará a algunos niños para que interroguen a sus compañeros sobre lo que hicieron. Cuando lo crea necesario, la maestra, los ayudará en la pregunta y la respuesta. Las indicaciones serán dadas por la maestra.

M: Pinten los dibujos de colores.
N1: /con ayuda de la maestra/ ¿Qué hiciste primero?
N2: Pinté la bola pequeña.
N1: /con ayuda de la maestra/ ¿Qué hiciste después?
N2: Pinté el carro grande.
N1: /con ayuda de la maestra/ ¿Qué hiciste por último?
N2: Pinté la bola grande.

will receive instructions on how he should mark his page. Then the teacher will question several children one by one.

T: First mark the little chair. Then the big truck and last the big ball.
What did you do first?
P1: I marked the little chair.
T: What did you do next?
P1: I marked the big truck.
T: What did you do last?
P1: I marked the big ball.

The teacher will encourage several pupils to ask their classmates what they have done. The teacher helps with both the questions and answers when necessary and she gives the instructions which precede the dialogue.

T: Color the drawings.
P1: /with the teacher's help/ What did you do first?
P2: I colored the little ball.
P1: /with the teacher's help/ What did you do next?
P2: I colored the big car.
P1: /with the teacher's help/ What did you do last?
P2: I colored the big ball.

UNIT VII - ENGLISH CIRCLE 47

*Linguistic Focus -

First,		I		touch	
+Then,	+	he	+	touches	+
Last,		she			

my		hand	
+his	+	head	+.
her		foot	

*Conceptual Focus -
Spatial relations,
Temporal relations

*Materials -
a box, cup, bead and a tiny ball

The aide places a box in the center of the circle area. She places a cup, bead and a tiny ball on the floor near the box. The teacher and then the class say to the aide, First, put the cup on the box, Then, put the ball in the cup, Put the bead in the cup last. The teacher and the class ask the aide, What do you do first?, Then, what do you do?, What do you do last? The aide responds appropriately to each question.

T: /to aide/
First, put the cup on the box.
C: /with teacher's help/
First, put the cup on the box.
T: /to aide/
Then, put the ball in the cup.
C: /with teacher's help/
Then, put the ball in the cup.
T: /to aide/
Put the bead in the cup last.
C: /with teacher's help/
Put the bead in the cup last.
T&C: /to aide/
What do you do first?
A: /putting cup on box/
First, I put the cup on the box.
T&C: /to aide/
Then, what do you do?
A: /putting ball in cup/
Then, I put the ball in the cup.
T&C: /to aide/
What do you do last?
A: /putting bead in cup/
Last, I put the bead in the cup.

The teacher touches her head, then her hand, and then her foot. The aide asks, What do you do first?, and the teacher replies, First, I touch my head, doing so. The aide then asks, Then, what do you do?, and the teacher replies, Then, I touch my hand, doing the appropriate action. The aide asks, What do you do last?, and the teacher replies, Last, I touch my foot, doing the appropriate action.

A: /to teacher/
What do you do first?
T: /to aide and touching head/
First, I touch my head.
A: /to teacher/
Then, what do you do?
T: /to aide and touching hand/
Then, I touch my hand.

A: /to teacher/
What do you do last?
T: /to aide and touching foot/
Last, I touch my foot.

The teacher and aide help the class go through the actions once, first touching their heads, then their hands, then one of their feet. The teacher asks, *What do you do first?*, and the aide helps the class reply, *First, I touch my head*, while touching their heads. The teacher asks, *Then, what do you do?*, and the aide helps the class reply, *Then, I touch my hand*, while touching their hands. The teacher asks, *What do you do last?*, and the aide helps the class reply, *Last, I touch my foot*, while touching one of their feet.

T: /to class/
What do you do first?
A&C: /to teacher and touching their heads/
First, I touch my head.
T: /to class/
Then, what do you do?
A&C: /to teacher and touching their hands/
Then, I touch my hand.
T: /to class/
What do you do last?
A&C: /to teacher and touching one of their feet/
Last, I touch my foot.

The aide selects a boy and asks him to sit with her in front of the class. She helps him act out the motions of touching his head, his hand, and then his foot. The aide says while doing this, *First, touch your head, Robert.* The aide then asks the class, *What does he do first?*, and the teacher helps the class reply, *First, he touches his head.*

A: /to pupil/
First, touch your head, Robert.
/to class/
What does he do first?
C: /with teacher's help/
First, he touches his head.

The aide then helps the child act out the motion of touching his hand, saying, *Then, touch your hand*. The aide asks the class, *Then, what does he do?* The teacher helps the class reply, *Then, he touches his hand*.

A: /to pupil/
Then, touch your hand, Robert.
/to class/
Then, what does he do?
C: /with teacher's help/
Then, he touches his hand.

The aide then helps the child act out the motion of touching his foot, saying, *Last, touch your foot*. The aide asks the class, *What does he do last?* The teacher helps the class reply, *Last, he touches his foot*.

A: /to pupil/
Last, touch your foot, Robert.
/to class/
What does he do last?
C: /with teacher's help/
Last, he touches his foot.

The last activity with one pupil following the aide's directives should be repeated, using a girl so that the pronoun, *her*, replaces, *his*.

UNIT VII - SPANISH CIRCLE 49

*Enfoque Linguístico -

Es +alta+.
baja

primero
¿Qué hice +por último+?
después

Una torre +alta+.
baja

una taza
+Puso + un plato+ sobre
Pusiste etc.

la taza
+el plato+.
etc.

cogió
Los + + todos juntos.
cogiste

*Enfoque Conceptual - Relaciones temporales, Gradación
*Materiales - bloques, un plato, una taza, una cuchara

*Linguistic Focus -

It's +tall+.
short

first
What did I do +last +?
next

A +tall+ tower.
short

He cup
+She+ put a +plate+ on top of
You etc.

cup
the +plate+.
etc.

You took away all of them together.

*Conceptual Focus - Temporal relations, Seriation
*Materials - blocks, a plate, a cup, a spoon

Se invitará a los niños a hacer varias torres colocando bloques uno sobre otro. Por medio de preguntas la maestra logrará que los niños hagan comentarios sobre el tamaño de las torres.

M: ¿Cómo es esta torre?
N: /con ayuda de la maestra/
Es alta.
M: Hagamos otra torre.
¿Cómo es esta torre?
N: /con ayuda de la maestra/
Es baja.
M: Hagamos otra torre.
¿Cómo es esta torre?

The children will be asked to build several towers by placing blocks one on top of the other. The teacher uses questions to stimulate discussion of their work about the size of the towers.

T: What is this tower like?
P: /with the teacher's help/
It's tall.
T: Let's build another tower.
What is this tower like?
P: /with the teacher's help/
It's short.
T: Let's build another tower.
What is this tower like?

N: /con ayuda de la maestra/
Es baja.

La maestra entonces dirigiéndose a la clase los interrogará sobre lo que hicieron primero, después y por último.

M: ¿Qué hicimos primero?
C: Una torre alta.
M: ¿Qué hicimos después?
C: Una torre baja.
M: ¿Qué hicimos por último?
C: Una torre baja.

La maestra colocará tres objetos diferentes sobre una de las torres y por último los quitará todos para interrogar a los niños.

M: Primero pongo un plato sobre la torre.
Después pongo una taza sobre un plato.
Después pongo una cuchara sobre la taza.
Por último los cojo todos juntos.
¿Qué hice primero?
C: Puso un plato sobre la torre.
M: ¿Qué hice después?
C: Puso una taza sobre el plato.
M: ¿Qué hice después?
C: Puso una cuchara sobre la taza.
M: ¿Qué hice por último?
C: Los cogió todos juntos.

La maestra invitará a varios niños para que efectúen las mismas acciones y hagan las preguntas a la clase.

N: ¿Qué hice primero?
C: Pusiste un plato sobre la torre.
N: ¿Qué hice después?
C: Pusiste una taza sobre el plato.
N: ¿Qué hice después?
C: Pusiste una cuchara sobre la taza.
N: ¿Qué hice por último?
C: Los cogiste todos juntos.

P: /with the teacher's help/
It's short.

The teacher then questions the class about what was done first, next and last.

T: What did we build first?
C: A tall tower.
T: What did we build next?
C: A short tower.
T: What did we build last?
C: A short tower.

The teacher now places three different objects on top of one of the towers and then removes them before questioning the class.

T: First I put a plate on top of the tower.
Then I put a cup on the plate.
Then I put a spoon in the cup.
Last I take away all of them together.
What did I do first?
C: You put a plate on top of the tower.
T: Then what did I do?
C: You put the cup on the plate.
T: Then what did I do?
C: You put a spoon in the cup.
T: What did I do last?
C: You took away all of them together.

The teacher calls on several pupils to repeat the above activity and ask the questions of the class.

P: What did I do first?
C: You put a plate on top of the tower.
P: What did I do next?
C: You put a cup on the plate.
P: Then what did I do?
C: You put a spoon in the cup.
P: What did I do last?
C: You took away all of them together.

UNIT VII - ENGLISH CIRCLE 48

*Linguistic Focus -

First,   *eyes*
+Then, + I touch my +*nose*+.
Last,   *etc.*

                  she
What does +Miss Smith+ do +
                  he

+first+?
 last

                        she
Then, what does +Miss Smith+ do?
                        he

*Conceptual Focus -
Spatial relations,
Temporal relations
*Materials -
None

After the class has formed a circle, the teacher and class tell one pupil, *First, touch your head, Then, touch your hand, Touch your foot last.* While the teacher helps the pupil follow the directives, the aide and a group of three or four pupils say to the class, *He's Robert, What does he do first?, Then, what does he do?, What does he do last?* The teacher then helps the whole class respond appropriately to the three questions.

T&C: /to a pupil/
First, touch your head.
Then, touch your hand.
Touch your foot last.
A&G: /pointing to pupil/
He's Robert.
What does he do first?
C: /with teacher's help/
First he touches his head.
A&G: /to class/
Then, what does he do?
C: /with teacher's help/
Then, he touches his hand.
A&G: /to class/
What does he do last?
C: /with teacher's help/
Last, he touches his foot.

Now, the teacher touches her nose and says, *I'm touching my nose. What am I touching?* The aide responds, *Your nose*, and then, helps the class repeat the statement.

T: /touching her nose/
I'm touching my nose.
What am I touching?
A: /modeling response/
Your nose.
C: /with aide's help/
Your nose.

The activity is repeated, having the teacher touch her eyes.

In a fast paced exercise, the aide models statements of touching while the teacher helps the class copy the aide's actions and repeat her statements.

A: /touching her head/
First, I touch my head.

C: /with teacher's help/
First, I touch my head.
A: /touching her hand/
Then, I touch my hand.
C: /with teacher's help/
Then, I touch my hand.
A: /touching her eyes/
Then, I touch my eyes.
C: /with teacher's help/
Then, I touch my eyes.
A: /touching her nose/
Last, I touch my nose.
C: /with teacher's help/
Last, I touch my nose.

Next, the aide walks around the outside of the pupil's circle, touching each child and saying, _He's Robert_, _She's Maria_, etc.

The teacher helps the class repeat each of the aide's statements.

A: /touching each child/
He's Robert.
C: /with teacher's help/
He's Robert.

Now, the teacher touches three pupils, one at a time. As she touches each pupil, she says his name. The aide helps the class repeat each of the names. When the class says the third child's name the teacher begins to run around the circle, and the aide helps the child who was touched last chase the teacher around the circle and back to the pupil's circle place.

T: /touching first pupil/
Robert.
C: /with aide's help/
Robert.
T: /touching second pupil/
Maria.
C: /with aide's help/
Maria.
T: /touching third child/
Paul.
C: /with aide's help/
Paul.

After the teacher runs around the circle and reaches the last pupils' circle place, the aide helps the boys ask the girls for an explanation of how the game is played. After the girls respond appropriately with the teacher's help, the game is repeated once, using the same three pupils so that the explanation is reinforced. The game may then be played again, using different pupils.

Bs: /with aide's help and to girls/
What does Miss Smith do first?
Gs: /with teacher's help and to boys/
First, she touches Robert.
Bs: /with aide's help and to girls/
Then, what does Miss Smith do?
Gs: /with teacher's help and to boys/
Then, she touches Maria.
Bs: /with aide's help and to girls/
Then, what does Miss Smith do?
Gs: /with teacher's help and to boys/
Then, she touches Paul.
Bs: /with aide's help and to girls/
What does Miss Smith do last?
Gs: /with teacher's help and to boys/
Last, she runs.

UNIT VII - SPANISH CIRCLE 50

*Enfoque Lingüístico -

Es +alto
bajo+.

¿Qué vas a hacer?

Un hombre +alto
bajo+.

¿Cómo es el hombre que estás haciendo?

¿Cuál hombre es más +alto
bajo+, el
Ana Rosa
de +Luis+ o el de +Juan+?
etc. etc.

Ana
El de +Juan+ es más +alto
etc. bajo+.

+Una bola
Un hombre+.

Lo deshicimos.

*Enfoque Conceptual - Relaciones Temporales, Gradación
*Materiales - plasticina

*Linguistic Focus -

He's +tall
short+.

What are you going to make?

A +tall
short+ man.

What is the man like that you're making?

Which man is +taller
shorter+,
Ana's Rosa's
+Luis's+ or +Juan's+?
etc. etc.

Ana's
+Juan's+ is +taller
etc. shorter+.

A +ball
man+.

We blotted him out.

*Conceptual Focus - Temporal relations, Seriation
*Materials - clay

Los niños serán invitados a jugar con plasticina. La maestra hará dos muñecos explicando mientras los hace que son altos o bajos.

M: /haciendo un muñeco grande/
Este es un hombre alto.
¿Cómo es este hombre?
C: Es alto.

The children will be invited to play with clay. The teacher makes two figures, explaining as she goes along that they are tall or short.

T: /making a big figure/
This is a tall man.
What is this man like?
C: He's tall.

M: /colocando un muñeco más pequeño al lado del otro/ Este es un hombre bajo. ¿Cómo es este hombre? C: Es bajo.	T: /placing a smaller figure beside the first/ This is a short man. What is this man like? C: He's short.
La maestra pedirá a los niños que hagan hombres de plasticina. Diferentes niños serán estimulados para que pregunten a otros que van a hacer. La pregunta será en presente o en futuro, según el caso se presente. La maestra ayudará cuando lo crea necesario.	The teacher will then ask the children to make men out of clay and different children are encouraged to ask others what they are going to do. The questions should be in both present and future tenses, as the situation calls for. The teacher will help whenever necessary.
M: (Luis), pregúntale a (José) que va a hacer. N1: /dirigiéndose a un niño que no ha comenzado/ ¿Qué vas a hacer? N2: Un hombre bajo. M: (Juan), pregúntale a (Ana) cómo es el hombre que está haciendo. N3: ¿Cómo es el hombre que estás haciendo? N4: Es alto.	T: (Luis), ask (José) what he's going to make. P1: /speaking to a child who hasn't begun yet/ What are you going to make? P2: A short man. T: (Juan), ask (Ana) what the man is like that she is making. P3: What is the man like that you're making? P4: He's tall.
La maestra pedirá a los niños que comparen el tamaño de los hombres. Los niños harán preguntas comparativas guiados por la maestra.	The teacher asks the children to compare the size of the figures. She helps them form the questions.
M: (Rosa), pregúntale a un niño cuál hombre es más alto, el de (Juan) o el de (Ana). N1: ¿Cuál hombre es más alto, el de (Juan) o el de (Ana)? N2: El de (Ana) es más alto.	T: (Rosa), ask a pupil which man is taller, (Juan's) or (Ana's). P1: Which man is taller, (Juan's) or (Ana's)? P2: (Ana's) is taller.
La maestra propondrá a los niños que hagan bolas con la plasticina deshaciendo los muñecos, y luego iniciará el diálogo resumiendo las acciones.	The teacher suggests that the children blot out the men and make balls with their clay. She then uses this action to initiate the dialogue.
M: Primero hicimos un hombre Después lo deshicimos y por último hicimos una bola.	T: First we made a man. Then we blotted him out and last we made a ball.
Entonces los niños serán interrogados.	Then she questions the children.

UNIT VII - SPANISH CIRCLE 50 (cont'd.)

M:	¿Qué hicimos primero?	T:	What did we make first?
C:	Un hombre	C:	A man.
M;	¿Qué hicimos después?	T:	Then what did we do?
C:	Lo deshicimos.	C:	We blotted him out.
M:	¿Qué hicimos por último?	M:	What did we make last?
C:	Una bola.	C:	A ball.

UNIT VII - ENGLISH CIRCLE 49

*Linguistic Focus -

First, I put my hand on the paper.

Then, I take the crayon.

Last, I draw around my hand.

*Conceptual Focus -
Spatial relations,
Temporal relations

*Materials -
a paper and crayon for each child

After the class has formed a circle, the teacher holds up a piece of drawing paper and the aide helps the class say, What's this? After the teacher responds, the aide helps the class repeat, It's paper.

C: /with aide's help and to teacher/
What's this?
T: /holding up a sheet of paper/
It's paper.
C: /with aide's help/
It's paper.

The teacher gives the paper and a crayon to the aide and says, First, put your hand on the paper, Then, take the crayon, Last, draw around your hand. The aide follows the directions and shows the picture of her hand to the class.

T: /to aide/
First, put your hand on the paper.
Then, take the crayon.
Last, draw around your hand.

Now, the teacher and aide give a piece of paper to each pupil. Before they hand out the crayons, the teacher asks, What do you do first?, Then, what do you do? The aide models the answers and then helps the class repeat the answers.

T: /to aide and class/
What do you do first?
A: /modeling answer/
First, I put my hand on the paper.
C: /with aide's help/
First, I put my hand on the paper.
T: /to aide and class/
Then, what do you do?
A: /modeling answer/
Then, I take the crayon.
C: /with aide's help/
Then, I take the crayon.

The aide and teacher now pass out a crayon to each pupil. Then, the teacher says to the aide and then the class, What do you do last? The aide says to the teacher, Last, I draw around my hand, and she helps the pupils repeat the statement.

T: /to aide/
What do you do last?
A: /to teacher/
Last, I draw around my hand.
C: /with aide's help/
Last, I draw around my hand.

The teacher repeats the directions and questions. The pupils are helped by the aide to respond appropriately while they make the drawing.

UNIT VII - SPANISH CIRCLE 51

*Enfoque Linguístico -

la bola azul
Recojamos +el camión + verde+
etc. etc.

pequeña
+pequeño+.
grande

Luis
+Rosa,+ hazlo.
etc.

Ana
¿Qué hizo +Juan+?
etc.

Recogí la bola azul
+ + el camión + verde+
Recogió etc. etc.

pequeña
+pequeño+.
grande

*Enfoque Conceptual - Identificación

*Materiales - juguetes en dos tamaños y de colores conocidos como camiones, bolas, tazas, etc.

*Linguistic Focus -

big
Let's pick up the + +
little

blue ball
+green + truck+.
etc. etc.

Luis
Do it, +Rosa+.
etc.

Ana
What did +Juan+ do?
etc.

He
+She+ picked up the + big +
I little

blue ball
+green + truck+.
etc. etc.

*Conceptual Focus - Identification

*Materials - toys such as trucks, balls, cups, etc. in two sizes and familiar colors

---

La maestra invitará a los niños a jugar de trencito. Todos se pondrán en fila, la maestra será la maquinita y los niños serán los vagones que recogerán diferentes juguetes que habrán repartidos en el piso. Se colocarán los objetos de tal modo que haya en cada lugar tres objetos de la misma clase pero diferente tamaño y color. Los niños y la maestra caminarán alrededor del aula imitando un tren. La maestra se dirigirá a los niños para

The teacher will invite the children to play train with her. They line up with the teacher as the engine and the children as the various cars which pick up different toys which have been placed on the floor. The objects are placed in groups of three, these three all of the same type but of different size and color. The children and the teacher will move around the classroom, imitating a train. The teacher gives the directions for stopping que recojan diferentes juguetes del piso.

M: Recojamos el carro verde grande. (Juan), hazlo.

Continúan caminando y la maestra se dirige a diferentes niños para que recojan algo del piso.

M: Recojamos la taza azul pequeña. (Ana), hazlo.
M: Recojamos el camión grande rojo. (Luis), hazlo.

Después la maestra invitará a varios niños para que tomen su lugar dando las indicaciones a otros niños.

N1: Recojamos la bola amarilla pequeña. (Rosa), hazlo.

La maestra interrogará a la clase unas veces y a un niño otras, sobre la acción que efectuaron, ayudando en la respuesta si es necesario.

M: ¿Qué hizo (Rosa)?
C: Recogió la bola amarilla pequeña.
M: (Luis), ¿qué hiciste tú?
N: Recogí el camión grande rojo.

Por último algunos niños serán invitados para que hagan las preguntas a la clase o a otros niños. La maestra ayudará en las preguntas y respuestas si lo cree necesario.

N: ¿Qué hizo (Ana)?
C: Recogió la taza azul pequeña.

and picking up the different toys.

T: Let's pick up the big green car. Do it, (Juan).

They continue walking and the teacher asks different children to pick up some objects from the floor.

T: Let's pick up the little blue cup. Do it, (Ana).
Let's pick up the big red truck. Do it, (Luis).

Then the teacher will encourage several children to take her place and give the directions to the class.

P1: Let's pick up the little yellow ball. Do it, (Rosa).

The teacher will question the class and individual children about the action which took place, helping them answer if necessary.

T: What did (Rosa) do?
C: She picked up the little yellow ball.
T: (Luis), what did you do?
P: I picked up the big red truck.

Finally, different children will be asked to question the class or individual children, the teacher helping with the questions and answers if necessary.

P: What did (Ana) do?
C: She picked up the little blue cup.

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UNIT VII - ENGLISH CIRCLE 50

*Linguistic Focus -

Robert
First, +Maria + walks on the
etc.
paper.

Then, she draws around +his/her+ foot.

Robert
Last, +Maria + sits down.
etc.

What happens +first/last+?

Then, what happens?

*Conceptual Focus -
Spatial relations,
Temporal relations

*Materials -
a crayon and a sheet of paper for each pupil, one long sheet of large paper

---

After the class forms a circle, the teacher places a pupil's hand on a piece of paper, saying, First, put your hand on the paper. She then puts a crayon in the pupil's other hand, saying, Then, take the crayon. She then helps the pupil pretend to draw around his hand, saying, Last, draw around your hand.

T: /placing a child's hand on a sheet of paper/
First, put your hand on the paper.
/placing crayon in the child's other hand/
Then, take the crayon.
/helping the child pretend to draw around his hand/
Last, draw around your hand.

While the aide asks the class, What does Robert do first?, Then, what does Robert do?, Last, what does Robert do?, the teacher helps the pupil perform the appropriate activity. The aide helps the class respond appropriately to the questions.

A: /to class/
What does Robert do first?
C: /with aide's help/
First, he puts his hand on the paper.
A: /to class/
Then, what does Robert do?
C: /with aide's help/
Then, he takes the crayon.
A: /to class/
What does Robert do last?
C: /with aide's help/
Last, he draws around his hand.

Repeat this activity several times, with both boys and girls creating practice using the pronouns he and she, his and her.

The aide places a long, large sheet of paper on the floor and helps the pupils remove their shoes and take their places on either side of the paper, with the boys on one side and the girls on the other. The teacher helps one child begin to walk down the paper, and stops the child with his foot on the paper while the aide draws around his foot. The pupil takes another step and the aide again draws around the other foot. The pupil repeats the walking motion with the aide drawing around each step until the end of the paper is reached.

While the aide is drawing, the teacher asks the class, What happens first?, and then helps them respond, First, Robert walks on the paper. The teacher asks the class, Then, what happens?, and helps the class respond, Then, she draws around his foot. These two questions and responses are repeated several times until the last step is made and the pupil sits down. The teacher asks the class, What happens last?, and helps them respond, Last, Robert sits down.

T: /to class while the aide helps the child step on the paper/
What happens first?
C: /with teacher's help/
First, Robert walks on the paper.
T: /to class while the aide draws around the child's foot/
Then, what happens?
C: /with teacher's help/
Then, she draws around his foot.
T: /to class while the aide helps the child sit down/
What happens last?
C: /with teacher's help/
Last, Robert sits down.

The teacher asks one boy to stand up, and leads him down the paper on the footsteps, one at a time, keeping his foot on the footprints. As each boy stands up, the aide helps the girls say, What happens first? The teacher helps the boys say, He stands up. As he begins walking, the aide helps the girls say, Then, what happens?, and the teacher helps the boys reply, He walks. The boy finishes walking and sits down. The aide helps the girls say, What happens last?, and the teacher helps the boys reply, He sits down.

Gs: /with aide's help/
What happens first?
Bs: /with teacher's help/
First, he stands up.
Gs: /with aide's help/
Then, what happens?
Bs: /with teacher's help/
Then, he walks.
Gs: /with aide's help/
What happens last?
Bs: /with teacher's help/
Last, he sits down.

After all of the boys have had a turn, the girls will do the activity and the boys will initiate the questions.

Bs: /with aide's help/
What happens first?
Gs: /with teacher's help/
First, she stands up.
Bs: /with aide's help/
Then, what happens?
Gs: /with teacher's help/
Then, she walks.
Bs: /with aide's help/
What happens last?
Gs: /with teacher's help/
Last, she sits down.

Repeat this activity until all the girls have had a turn walking down the paper.

Save the walking paper for the next day.

UNIT VII - SPANISH CIRCLE 52

*Enfoque Linguístico -

roja
¿Qué indica la luz +amarilla+?
verde

se puede
Que +no se puede+ pasar.

Que vaya con precaución.

paso carro
¿Por qué +paró+ tu +camión+,

Ana
+José+?
etc.

roja
Porque la luz está +amarilla+.
verde

La roja
+La amarilla+.
La verde

*Enfoque Conceptual - Relaciones temporales
*Materiales - semáforo de cartulina, carros y camiones

*Linguistic Focus -

red
What does the +yellow+ light
green

mean?

go
It means to +stop+.

It means to go with care.

car go
Why did your +truck+ +stop+,

Ana
+José+?
etc.

red
Because the light is +yellow+.
green

red
The +yellow+ one.
green

*Conceptual Focus - Temporal relations
*Materials - a bristolboard traffic light, cars and trucks

La maestra tendrá preparado un semáforo en cartulina y lo mostrará a la clase diciéndoles qué es. Los niños serán interrogados sobre el color de cada luz y la maestra les explicará lo que esos colores indican.

M: Este es un semáforo.

The teacher will have prepared a traffic light made out of bristolboard. She shows it to the class and tells them what it is. Then the children will be questioned about the color of each light and the teacher explains to them exactly what each color indicates.

T: This a traffic light.

/mostrando la luz roja/
¿De qué color es esta luz?
C: Roja.
M: La luz roja indica que los carros y la gente no pueden pasar.
/mostrando la luz verde/
¿De qué color es esta luz?
C: Verde.
M: La luz verde indica que los carros y la gente pueden pasar.
/mostrando la luz amarilla/
¿De qué color es esta luz?
C: Amarilla.
M: La luz amarilla indica que pueden seguir con precaución si ya comenzaron a pasar.

/pointing to the red light/
What color is this light?
C: Red.
T: The red light means that the cars and the people must stop.
/pointing to the green light/
What color is this light?
C: Green.
T: The green light means that the cars and the people may go.
/pointing to the yellow light/
What color is this light?
C: Yellow.
T: The yellow light means that if they have already started to go they may continue with care.

Después de la explicación, la maestra interrogará a los niños sobre lo que ha explicado.

M: ¿De qué color es esta luz?
C: Roja.
M: ¿Qué indica la luz roja?
C: Que no se puede pasar.
M: ¿De qué color es esta luz?
C: Verde.
M: ¿Qué indica la luz verde?
C: Que se puede pasar.
M: ¿De qué color es esta luz?
C: Amarilla.
M: ¿Qué indica la luz amarilla?
C: Que vaya con precaución.

After giving the explanation, the teacher will question the children about what she has just explained.

T: What color is this light?
C: Red.
T: What does the red light mean?
C: It means to stop.
T: What color is this light?
C: Green.
T: What does the green light mean?
C: It means to go.
T: What color is this light?
C: Yellow.
T: What does the yellow light mean?
C: It means to go with care.

La maestra invitará a los niños a jugar con carritos y a observar el semáforo. La maestra tapará dos de las luces del semáforo dejando una al descubierto. Los niños pararán o caminarán sus carros según la luz lo indique. La maestra los interrogará sobre por qué los carros paran o caminan.

The teacher will encourage the children to play with cars while watching the signals of the traffic light. The teacher covers two of the lights, leaving only one uncovered. The children will stop or move their cars as the light indicates and the teacher asks them why their cars stopped or went as they did.

M: ¿Por qué paró tu carro, (Rosa)?
N1: Porque la luz está roja.
M: ¿Qué indica la luz roja?
N1: Que no se puede pasar.

Cuando la maestra haya dejado descubierta una luz cada vez, interrogará a los niños.

M: ¿Cuál luz prendió primero?
C: La verde.
M: ¿Cuál luz prendió después?
C: La amarilla.
M: ¿Cuál luz prendió de último?
C: La roja.

Por último la maestra dará el semáforo a un niño para que dé las indicaciones y haga una de las preguntas. Se dejará al niño decidir si hace la segunda pregunta por sí solo.

N1: /dejando la luz roja descubierta/
¿Por qué paró tu camión, (José)?
N2: Porque la luz está roja.
N1: ¿Qué indica la luz roja?
N2: Que no se puede pasar.

T: Why did your car stop, (Rosa)?
P1: Because the light is red.
T: What does the red light mean?
P1: It means to stop.

Each time that the teacher uncovers a light she will question the children.

T: Which light turned on first?
C: The green one.
T: Which light turned on next?
C: The yellow one.
T: Which light turned on last?
C: The red one.

Last, the teacher will hand the traffic light to a pupil so he may give the signals and ask one of the questions. The teacher lets the child decide if he wants to ask both questions alone.

P1: /leaving the red light uncovered/
Why did you stop your truck, (José)?
P2: Because the light is red.
P1: What does the red light mean?
P2: It means stop.

UNIT VII - ENGLISH CIRCLE 51

*Linguistic Focus -

What happens +first/last+?

First, I put the paste on.

Then, what happens?

Then, I put the paper down.

Last, I rub it.

*Conceptual Focus -
Spatial relations,
Temporal relations

*Materials -
2 cut out foot-prints and a dab of paste for each child, crayons, lesson 50's long strip of paper, a new long strip of paper

---

Before today's English Circle, the aide prepares two cut out foot-prints for each child and a new long strip of paper for a mural. The aide and teacher position the class in two lines, one of boys and one of girls. The aide places lesson 50's long strip of paper with foot-prints on it in between the two lines. One at a time, the pupils walk on the paper, matching their steps to the foot-prints. The aide helps the boys ask the girls, What happens first?, Then, what happens?, What happens last? The teacher helps the girls respond appropriately.

Bs: /with aide's help/
What happens first?
Gs: /with teacher's help/
First, Robert stands up.
Bs: /with aide's help/
Then, what happens?
Gs: /with teacher's help/
Then, he walks.
Bs: /with aide's help/
What happens last?
Gs: /with teacher's help/
Last, he sits down.

Now, the teacher takes away lesson 50's paper and puts down a new long sheet in between the lines of boys and girls. The teacher gives each girl one crayon, and the teacher and the boys tell the girls, First, put your hand on the paper, Then, take the crayon, Last, draw around your hand.

Bs: /with teacher's help/
First, put your hand on the paper.
Then, take the crayon.
Last, draw around your hand.

The teacher now gives the crayons to the boys, and the girls give the same directions to the boys.

After the boys draw around their hands, the aide collects the crayons. The teacher gives the aide a cut out foot-print and a dab of paste on one finger. Pointing to the paste, the aide and class ask, What's that?, and the teacher responds, It's paste. The aide helps the class repeat, It's paste.

A&C: /pointing to paste/
What's that?
T: /pointing to paste/
It's paste.
C: /with aide's help/
It's paste.

The teacher tells the aide, First, put the paste on the paper, Then, put the paper down, Last, rub it. The aide models the pasting procedure.

T: /to aide/
First, put the paste
on the paper.
Then, put the paper
down.
Last, rub it.

Then, the teacher asks the aide and the class, What do you do first?, Then, what do you do?, What do you do last? The aide responds, and then helps the class respond appropriately.

T: /to aide and class/
What do you do first?
A: /modeling for class/
First, I put the paste on.
C: /with aide's help/
First, I put the paste on.
T: /to aide and class/
Then, what do you do?
A: /modeling for class/
Then, I put the paper down.
C: /with aide's help/
Then, I put the paper down.
T: /to aide and class/
What do you do last?
A: /modeling for class/
Last, I rub it.
C: /with aide's help/
Last, I rub it.

Now, the teacher and aide give each child a foot-print and a dab of paste. The teacher gives the pasting directions to the whole class and asks what they are doing first, then, and last. The aide then helps the class respond appropriately. The activity is repeated again so that each child pastes two foot-prints. The long sheet may then be hung up as a mural.

UNIT VII - SPANISH CIRCLE 53

*Enfoque Linguístico -

grande
Dame el camión +pequeño+.
mediano

Tómalo.

pequeño
Toma el camión +mediano+.
grande

Volvemos el camión para abajo.
Lo engomamos.
Lo pegamos al papel.

¿Cuál camión pegaste

después
+ primero +?
de último

El grande
+El mediano+.
El pequeño

*Enfoque Conceptual - Relaciones temporales, Clasificación
*Materiales - camiones en tres tamaños, papel, goma, siluetas de camiones

*Linguistic Focus -

big
Give me the + little + truck.
medium size

Take it.

little
Take the +medium size+ truck.
big

We turn the truck over.
We put glue on it.
We stick it to the paper.

Which truck did you glue

next
+first+?
last

big
The +medium size+ one.
little

*Conceptual Focus - Temporal relations, Classification
*Materials - trucks in three sizes, paper, glue, silhouettes of trucks

---

La maestra irá colocando dentro de una caja camiones de tres tamaños mientras va describiéndolos según su tamaño.

M: /colocando los camiones en la caja/
Este es un camión grande.
Este es un camión mediano.
Este es un camión pequeño.

La maestra invitará a tres niños para que pidan los camiones. Un niño ayudado por la auxiliar buscará el juguete y lo entregará

The teacher will put trucks of three different sizes in a box, describing their size as she goes along.

T: /putting the trucks in the box/
This is a big truck.
This is a medium size truck.
This is a little truck.

The teacher will encourage three children to ask her for the trucks. The aide will help one pupil find the toy requested and hand it to

La maestra deberá de invitar a los niños para que se decidan a pedir, repitiendo con ellos, si es necesario, y sobre todo la primera vez. Igualmente la maestra estimulará al niño que entrega el camión para que use la palabra tómalo.

M: (Ana), pídele a (José) el camión pequeño.
N1: Dame el camión pequeño.
N2: Tómalo.
M: (Luis), pídele a (José) el camión mediano.
N3: Dame el camión mediano.
N2: Tómalo.
M: (Rosa), pídele a (José) el camión grande.
N4: Dame el camión grande.
N2: Tómalo.

Una vez que todos los camiones han sido entregados cada niño se acercará a la maestra y le dará el que tiene. Los niños serán estimulados para que usen la oración Toma el camión, y lo describan según su tamaño.

N1: /dándole el camión grande/
Toma el camión grande.
N2: /dándole el camión pequeño/
Toma el camión pequeño.

La maestra entregará a los niños siluetas de camiones en tres tamaños, una hoja en blanco y goma. Invitará a los niños a pegar los camiones en el papel. Ella lo hará primero para que los niños observen explicando cada paso. Luego irá haciendo preguntas y ejecutando la acción con los niños. Si es necesario los ayudará con la respuesta.

M: Peguemos el camión grande.
¿Qué hacemos primero?

the child who asked for it. The teacher should encourage the children to ask for the toys and should help them repeat the phrases required, especially the first time. She does the same with the pupil who takes the truck to the other child, trying to get him to use the expression Take it.

T: (Ana), ask (José) for the little truck.
P1: Give me the little truck.
P2: Take it.
T: (Luis), ask (José) for the medium size truck.
P3: Give me the medium size truck.
P2: Take it.
T: (Rosa), ask (José) for the big truck.
P4: Give me the big truck.
P2: Take it.

When all the trucks have been given out, each child will go to the teacher and will give her the truck he has. The children will be encouraged to use the phrase Take the truck, describing the truck by size.

P1: /giving her the big truck/
Take the big truck.
P2: /giving her the little truck/
Take the little truck.

The teacher will pass out silhouettes of trucks in three sizes, a blank sheet of paper and some glue. She asks them to glue the trucks to the paper, doing it first by herself so the children may observe. Then she asks questions while repeating the action with the children, helping them to respond if necessary.

T: Let's glue the big truck.
What do we do first?

C: Volvemos el camión para abajo.
M: ¿Qué hacemos después?
C: Lo engomamos.
M: ¿Qué hacemos de último?
C: Lo pegamos al papel.

Así cada niño pegará sus tres camiones. La maestra guiará a algunos niños para que interroguen a otros.

M: (Rosa), pregúntale a (Luis) cuál camión pegó primero.
N1: ¿Cuál camión pegaste primero?
N2: El grande.
M: Pregúntale cuál camión pegó después?
N1: ¿Cuál camión pegaste después?
N2: El mediano.
M: Pregúntale cuál pegó de último.
N1: ¿Cuál camión pegaste de último?
N2: El pequeño.

El diálogo se repetirá las veces que sea posible, mientras se mantenga el interés, para dar oportunidad a varios niños de practicarlo.

C: We turn the truck over.
T: What do we do next?
C: We put glue on it.
T: What do we do last?
C: We stick it to the paper.

Each child will glue his three trucks in this same manner. Then the teacher will guide several children in questioning the others.

T: (Rosa), ask (Luis) which truck he glued first.
P1: Which truck did you glue first?
P2: The big one.
T: Ask which truck he glued next.
P1: Which truck did you glue next?
P2: The medium size one.
T: Ask him which one he glued last.
P1: Which truck did you glue last?
P2: The little one.

The dialogue should be repeated as often as possible while the children maintain an interest, giving several children the opportunity to participate.

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UNIT VII - ENGLISH CIRCLE 52

*Linguistic Focus -

First,
+Then, + she/he + rolls the ball
Last,

to + Paul / Maria / Robert / etc. +.

*Conceptual Focus -
Temporal relations

*Materials -
a ball

After the pupils sit down in a circle, the teacher gives one pupil a ball and says, First, roll the ball to Maria, Then, roll the ball to Paul, Last, roll the ball to Robert. As the pupil begins to follow each directive, the teacher asks the aide and then, the class, What does he do first?, Then, what does he do? What does he do last? The aide and the class respond appropriately. The aide always returns the ball to the original pupil.

T: /to pupil with ball/
First, roll the ball to Maria.
/to aide/
What does he do first?

A: /modeling answer/
First, he rolls the ball to Maria.

T: /to class/
What does he do first?

C: /with aide's help if necessary/
First, he rolls the ball to Maria.

T: /to original pupil, after aide has returned the ball to him/
Then, roll the ball to Paul.
/to aide/
Then, what does he do?

A: /modeling answer/
Then, he rolls the ball to Paul.

C: /with aide's help, if necessary/
Then, he rolls the ball to Paul.

T: /to original pupil, after aide has returned the ball to him/
Last, roll the ball to Robert.
/to aide/
What does he do last?

A: /modeling answer/
Last, he rolls the ball to Robert.

C: /with aide's help/
Last, he rolls the ball to Robert.

The activity is continued, having other pupils take turns at being the ball roller who follows the teacher's directions. The aide and class continue to answer the teacher's questions.

UNIT VIII - SPANISH CIRCLE 54

*Enfoque Linguístico -

+Sostengamos Sostiene+ el papel con la mano +derecha izquierda+.

+Levantamos Levantemos+ la mano +derecha izquierda+.

+Demos Dimos+ un paso hacia +la derecha la izquierda+.

+Miremos Miramos+ hacia +la derecha la izquierda+.

¿Qué hace la Srta. + primero después por último +?

Con +la derecha la izquierda+.

Lo pone en la mesa.

*Enfoque Conceptual - Relaciones espaciales, Relaciones temporales

*Materiales - pedazos de papel

*Linguistic Focus -

+Let's hold She's holding+ the paper with the +right left+ hand.

+We raised Let's raise+ the +right left+ hand.

+We took Let's take+ a step to the +right left+.

+Let's look We looked+ to the +right left+.

What is the lady doing +first next last+?

With the +right left+ hand.

She's putting it on the table.

*Conceptual Focus - Spatial relations, Temporal relations

*Materials - pieces of paper

La maestra repartirá un pedazo de papel a cada niño para hacer un ejercicio que les permita observar cuál es su mano derecha y cuál su izquierda. Mientras la maestra da las indicaciones la auxiliar hará los movimientos de espaldas a los niños para que al imitarla ellos usen la mano apropiada. El ejercicio se repetirá varias veces usando ambas manos. La maestra interrogará a un niño después de haber cambiado el pa-

The teacher will pass out a piece of paper to each pupil which they will use in an exercise to emphasize which is their right hand and which is their left. While the teacher gives the instructions, the aide will stand with her back to the class as she carries out the instructions. Then the children may imitate her exact movement. The exercise should be repeated several times using both hands. After changing the paper pel de una mano a otra una o dos veces.

M: Sostengamos el papel con la mano derecha.
C: Sostengamos el papel con la mano derecha.
M: ¿Con cuál mano sostienes el papel, (José)?
N: Con la derecha.

Después la maestra auxiliar dando la espalda al grupo, sostendrá un papel con la mano derecha. Luego con la izquierda y por último lo pondrá en la mesa. La maestra estimulará a un niño para que pregunte a otro qué hace a la auxiliar. Si lo cree necesario, la maestra ayudará a los niños en las preguntas y respuestas.

N1: ¿Qué hace la Srta. primero?
N2: Sostiene el papel con la mano derecha.
N1: ¿Qué hace la Srta. después?
N2: Sostiene el papel con la mano izquierda.
N1: ¿Qué hace la Srta. por último?
N2: Lo pone en la mesa.

La maestra invitará a los niños a hacer ejercicios con ella. Los colocará en cuatro filas una al lado de otra y guardando cierta distancia. La maestra auxiliar colocándose al frente y de espaldas al grupo ejecutará las acciones que la maestra indique. Los niños imitarán cada movimiento repitiendo la oración.

M: Levantemos la mano derecha.
C: /repiten imitando a la auxiliar/
Levantemos la mano derecha.

from one hand to the other several times, the teacher will question another child.

T: Let's hold the paper with the right hand.
C: Let's hold the paper with the right hand.
T: With which hand are you holding the paper, (José)?
P: With the right hand.

While a pupil asks the questions the aide stands with her back to the group and takes a piece of paper, first in her right hand, then in her left and last puts it on the table. If necessary, the teacher will help the children with the questions and answers.

P1: What is the lady doing first?
P2: She's holding the paper with her right hand.
P1: What is the lady doing next?
P2: She's holding the paper with the left hand.
P1: What is the lady doing last?
P2: She's putting it on the table.

The teacher will invite the children to do exercises with her. They line up side by side in four lines, being careful to keep a certain distance apart. The aide goes to the front and stands with her back to the class. As the teacher indicates the actions, the aide demonstrates and the children imitate each movement, repeating the directions.

T: Let's raise the right hand.
C: /imitating the aide and repeating/
Let's raise the right hand.

M:	Demos un paso hacia la derecha.	T:	Let's take a step to the right.
C:	/repiten imitando a la auxiliar/ Demos un paso hacia la derecha.	C:	/imitating the aide and repeating/ Let's take a step to the right.
M:	Miremos hacia la izquierda.	T:	Let's look to the left.
C:	/repiten imitando a la auxiliar/ Miremos hacia la izquierda.	C:	/imitating the aide and repeating/ Let's look to the left.
M:	¿Qué hicimos primero?	T:	What did we do first?
C:	Levantamos la mano derecha.	C:	We raised the right hand.
M:	¿Qué hicimos después?	T:	Then what did we do?
C:	Dimos un paso a la derecha.	C:	We took a step to the right.
M:	¿Qué hicimos por último?	T:	What did we do last?
C:	Miramos hacia la izquierda.	C:	We looked to the left.

Maestra y clase harán tantos ejercicios como les sea posible, aplicando siempre los conceptos de derecha e izquierda.	The teacher and class will do as many exercises as possible, always applying the concepts of right and left.

FLICS

MICHIGAN MIGRANT EDUCATION PROGRAM

First Revision
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A Bilingual Oral Language and Conceptual Development
Program for Spanish Speaking Pre-School Children

UNIT VIII - ENGLISH REVIEW CIRCLE 53

*Linguistic Focus - Review -

What's this?

What's your name?

*Conceptual Focus -
Identification of people and objects

*Materials -
familiar classroom objects, one mask or paper bag

The teacher closes her eyes while sitting in a chair on the edge of the circle. The aide chooses one pupil to put a doll in the teacher's lap and ask, *What's this?* The teacher feels the doll and says, *It's a truck.* The whole class, with the aide's help, says, *No. It's not a truck.* The teacher guesses, *It's a doll.* The class, with the aide's help, says, *Yes. It's a doll.*

P1: /handing teacher a doll/
What's this?
T: /guessing by touch/
It's a truck.
C: /responding to teacher and with aide's help/
No. It's not a truck.
T: /second guess/
It's a doll.
C: /responding to teacher and with aide's help/
Yes. It's a doll.

Now, a pupil is chosen by the teacher to sit in the chair and close his eyes. Another pupil is chosen by the aide to put a car in the pupil's lap and ask, *What's this?* The pupil may have no more than three guesses. The following dialogue shows an example of one correct guess. The pupil says, *It's a car*, and the class responds, *Yes. It's a car.*

P1: /handing P2 a car/
What's this?
P2: /guessing by touch/
It's a car.
C: /responding to P2/
Yes. It's a car.

This activity continues, using other familiar classroom objects and giving many pupils a turn to sit in the chair or deliver an object to the guesser.

Now, the teacher takes two or three pupils out of the room. She puts a mask or a paper bag over one pupil's head and guides him back to the circle. The aide helps the class ask, *What's your name?*, and the teacher tells her pupil to say the name of another classmate instead of his own. The aide tells the class to say, *No. That's not your name. What's your name?* This time the teacher tells the pupil to say his own name and to take the mask off.

C: /to masked pupil/
What's your name?
P: /answering erroneously with teacher's help/
It's Paul.
C: /with aide's help/
No. That's not your name.
What's your name?
P: /with teacher's help and unmasking/
It's Robert.

The activity is continued, using the other two pupils who are waiting their turn. It may then be repeated with other pupils until all have had a turn.

UNIT VIII - SPANISH CIRCLE 55

*Enfoque Linguístico -

+Brinquemos / Brincamos+ tres veces como el canguro.

+Brinquemos / Brincamos+ en un pie.

+Caminemos / Caminamos+ de puntillas.

¿Cómo +estamos / estás+ brincando?

Como un canguro.

*Enfoque Conceptual - Relaciones temporales, Gradación
*Materiales - Ninguno

*Linguistic Focus -

+Let's hop / We hopped+ like a kangaroo three times.

+Let's hop / We hopped+ on one foot.

+Let's walk / We walked+ on our tip toes.

How are +we / you+ hopping?

Like a kangaroo.

*Conceptual Focus - Temporal relations, Seriation
*Materials - None

La maestra ejecutará acciones como brincar determinado número de veces o caminar de puntillas y pedirá a los niños que la imiten. Los niños serán interrogados sobre las acciones que han ejecutado primero, después y de último.

M: /brincando tres veces/
Brinquemos tres veces como el canguro.
C: /imitando/
Brinquemos tres veces como el canguro.
M: /brincando en un pie/
Brinquemos en un pie.
C: /imitando/
Brinquemos en un pie.
M: /caminando de puntillas/
Caminemos de puntillas.
C: /imitando/
Caminemos de puntillas.
M: ¿Qué hicimos primero?

The teacher will execute certain actions such as hopping a number of times or walking on her toes and will ask the children to imitate her. The children will then be asked which actions they did first, next and last.

T: /hopping three times/
Let's hop like a kangaroo three times.
C: /imitating/
Let's hop like a kangaroo three times.
T: /hopping on one foot/
Let's hop on one foot.
C: /imitating/
Let's hop on one foot.
T: /walking on her toes/
Let's walk on our tip toes.
C: /imitating/
Let's walk on our tip toes.
T: What did we do first?

What are you doing?
C: /with aide's help, if necessary/
I'm walking.
T: /to class/
Let's run.
What are you doing?
C: /with aide's help, if necessary/
I'm running.
T: /to class/
Let's shake a leg.
What are you doing?
C: /with aide's help, if necessary/
I'm shaking my leg.

The shaking part of the activity may continue, using the head, foot and hand.

After the pupils have formed the circle again, the teacher places a box with a string attached on the floor near her. She gives the string to the aide and says, Pull the box. After the aide has pulled the box to herself, the teacher says, Push the box. After the aide has pushed the box back to the teacher, the teacher and aide repeat the activity with the teacher asking the aide what she is doing and with the aide responding appropriately.

T: /to aide/
Pull the box.
Push the box.
/after aide has demonstrated meaning of push-pull/
Pull the box.
What are you doing?
A: /pulling the box to herself/
I'm pulling the box.
T: /to aide/
Push the box.
What are you doing?
A: /pushing the box to teacher/
I'm pushing the box.

Now, the activity may be repeated several times, letting individuals push and pull the box and answer the teacher's questions.

UNIT VIII - ENGLISH REVIEW CIRCLE - 54

*Linguistic Focus - Review -

        big
It's +little+.

Yes. They're the same.

No. They're not the same.

                    blue
All of them are +red +.
                    etc.

*Conceptual Focus -
Classification, Seriation, Identification

*Materials -
big and little red paper airplanes, cars, trucks, other objects or cut outs of different colors, at least 3 boxes

---

The teacher and aide give each child in the circle a big or a little red paper car, truck or airplane. The aide carries a big airplane around the circle in flight-like fashion, landing in front of each child who also has a big airplane and saying, This is a big airplane. Pointing to the child's airplane, the aide asks, Is that airplane big or little? She helps the child respond, if necessary. She then asks, Are they the same?, and again helps the child respond appropriately, if necessary. After she has landed at all of the big airplane stops, the aide lands in front of each of the pupils having little airplanes. She points to her airplane, says that it is big and asks if the child's airplane is big or little. After the child responds appropriately, with the aide's help, if necessary, the aide asks, Are they the same? and the child again responds appropriately with help, if necessary.

A: /landing big airplane in front of child with big airplane/
This airplane is big.
Is yours big or little?

P1: /answering aide with her help, if necessary/
It's big.

A: /comparing the two planes/
Are they the same?

P1: /answering aide with her help, if necessary/
Yes. They're the same.

A: /landing big airplane in front of child with little airplane/
This is a big airplane.
Is yours big or little?

P2: /with little airplane and aide's help, if necessary/
It's little.

A: /comparing the 2 planes/
Are they the same?

P2: /answering aide with help, if necessary/
No. They're not the same.

The activity is continued with the aide driving big and little paper cars and trucks around the circle to compare and contrast the size of her vehicle to that of the pupils' vehicles.

Now, the aide puts three boxes in the middle of the circle area, one upright and the other two on their sides. She flies her big airplane into the upright box, saying, This is a red airplane. She flies her little airplane into the same box, saying, This is a red airplane. She drives her big and little red trucks and cars into separate boxes on their sides, saying each time that her vehicle is red. After she has modeled the red statement several times, she taps pupils, one at a time, to either fly or drive their airplane, truck or car to the appropriate box, saying each time that the item is red.

A: /modeling statement and flying plane into upright box/
This is a red airplane.
/modeling statement and driving car into car box on its side/
This is a red car.
/modeling statement and driving truck into truck box on its side/
This is a red truck.
P: /each pupil taking turn to put his paper item in appropriate box/
airplane
This is a red + car +.
truck

When all of the items have been placed in the boxes, the aide helps one pupil empty the contents of the airplane box on to the floor. The aide asks the class, Are all of these airplanes?, and the teacher helps the class respond appropriately. The aide then says, Are all of these the same color?, and the teacher helps the class respond, Yes. All of them are red.

A: /helping 1 pupil empty airplane box/
Are all of these airplanes?
C: /with teacher's help/
Yes. All of them are airplanes.
A: /pointing to airplanes/
Are all of these the same color?
C: /with teacher's help/
Yes. All of them are red.

The activity continues with the car and truck boxes.

A review of green, blue, yellow, white and black may follow the box procedure as above, having each box contain cut outs or real objects of the same color and type.

UNIT VIII - SPANISH CIRCLE 56

*Enfoque Lingüístico -

¿Para dónde vas?

el mercado
Para +la iglesia+.
etc.

+al mercado
al parque+.

A la iglesia.

¿Es +lejos
cerca+?

+Sí. + Es + cerca
No. No es lejos+.

La iglesia está +lejos
cerca+.

+Enfoque Conceptual - Relaciones espaciales, Relaciones temporales
*Materiales - carteles representando diferentes sitios de una ciudad como, escuela, iglesia, parque y mercado; siluetas de un tren, un camión y un carro para prender en la ropa de los niños

*Linguistic Focus

Where are you going?

market
To the +church+.
etc.

Is it +far
near+?

+Yes. + It's + near
No. It's not far+.

The church is +far
near+.

*Conceptual Focus - Spatial relations, Temporal relations
*Materials - pictures of different places located in cities, e.g. a school, a church, a park and a market; silhouettes of a train, a truck and a car which can be pinned to the children's clothes

---

El aula estará preparada de antemano con varios carteles representando diferentes sitios de una ciudad como la escuela, la iglesia, el parque, el mercado. La maestra explicará la posición de cada sitio diciendo si están lejos o cerca del lugar que los niños y la maestra ocupan en el aula.

M: La iglesia está lejos.
MyC: La iglesia está lejos.

The classroom should be prepared beforehand by displaying pictures of various places found in a city e.g. a school, a church, a park, a market. The teacher will explain that each place is either far or near, according to its distance from the position occupied by the teacher and the children in the classroom.

T: The church is far.
T&C: The church is far.

Varios niños serán seleccionados para que representen un tren, un camión y un carro. Cada niño tendrá algo que lo identifique en relación a la clase de vehículo que representa como un dibujo prendido a su ropa. Los demás niños cogiéndose de la cintura del niño que representa el vehículo de su preferencia irán al sitio que deseen. La maestra preguntará a los niños que representan cada vehículo para dónde van y si es lejos o cerca. Los niños contestarán con ayuda de la maestra si es necesario.

M: ¿Para dónde vas?
N1: Para el mercado.
M: ¿Es cerca?
N1: Sí. Es cerca.

Después de terminar el diálogo el niño imitará el vehículo que representa y los niños que lo han escogido caminarán detrás de él cogiéndose de la cintura hasta llegar al sitio mencionado. Los demás vehículos serán invitados a jugar en la forma antes expuesta.

N1: ¿Para dónde vas?
N2: Para el parque.
N1: ¿Es lejos?
N2: No. No es lejos.

El mismo vehículo irá a tres o más partes diferentes para que la maestra, dirigiéndose a la clase, los interrogue.

M: ¿Adónde fue primero este tren?
C: Al mercado.
M: ¿Adónde fue después?
C: A la iglesia.
M: ¿Adónde fue por último?
C: Al parque.

Various children will be chosen to represent a train, a truck and a car. Each child will have something which identifies the vehicle he represents, for instance, a drawing hung on his clothing. The rest of the children will hold on to the waist of the child representing the vehicle chosen to take them to their destination. The teacher asks each vehicle where he is going and if the destination is far or near, helping him answer if necessary.

T: Where are you going?
P1: To the market.
T: Is it near?
P1: Yes. It's near.

After the dialogue the child will imitate the vehicle he represents. The children who have chosen him will be in a line behind him holding onto his waist until he arrives at the destination. The other children will be encouraged to play continuing the same activity.

P1: Where are you going?
P2: To the park.
P1: Is it far?
P2: No. It's not far.

The same vehicle should go to three or more places, giving the teacher more opportunity to question them.

T: Where did the train go first?
C: To the market.
T: Where did it go next?
C: To the church.
T: Where did it go last?
C: To the park.

UNIT - ENGLISH REVIEW CIRCLE 55

*Linguistic Focus - Review -

What are you doing?

pushing
I'm + + a box.
pulling

running
I'm + +.
walking

head
leg
I'm shaking my +hand+.
foot

*Conceptual Focus -
Spatial relations

*Materials -
3 magic wands, each made with a straw and paper star, one box with a string attached

---

After the class has formed a circle, the teacher touches one pupil with a magic wand, saying, I'm touching Robert. The aide and class ask the teacher, What are you doing?, and she answers, I'm touching Robert. Then, the teacher gives her wand and two more wands to three pupils, guiding them to touch any person or familiar object in the classroom. While the three pupils touch someone or something, the rest of the class asks each pupil, What are you touching?, and the aide helps each pupil respond appropriately.

T: /touching a child with wand/
I'm touching Robert.
C: /with aide's help/
What are you doing?
T: /repeating statement/
I'm touching Robert.
C: /to P1 and with teacher's help, if necessary/
What are you doing?
P1: /touching a ball with wand and with aide's help, if necessary/
I'm touching a ball.
C: /to P2 and with teacher's help, if necessary/
What are you doing?
P2: /touching a child with wand and with aide's help, if necessary/
I'm touching Paul.
C: /to P3 and with teacher's help, if necessary/
What are you doing?
P3: /touching a doll with wand and with aide's help, if necessary/
I'm touching a doll.

The activity continues, giving other groups of three a chance to touch people or things with their magic wands.

Now, the class is arranged in a single line formation to play a game of "Follow the Leader", with the teacher leading the group in running, walking, and shaking activities. The teacher calls out the directives and then asks, What are you doing? The aide helps the class respond appropriately.

T: /to class/
Let's walk.

What are you doing?
C: /with aide's help, if necessary/
I'm walking.
T: /to class/
Let's run.
What are you doing?
C: /with aide's help, if necessary/
I'm running.
T: /to class/
Let's shake a leg.
What are you doing?
C: /with aide's help, if necessary/
I'm shaking my leg.

The shaking part of the activity may continue, using the head, foot and hand.

After the pupils have formed the circle again, the teacher places a box with a string attached on the floor near her. She gives the string to the aide and says, *Pull the box.* After the aide *has pulled the* box to herself, the teacher says, *Push the box.* After the aide *has pushed the* box back to the teacher, the teacher and aide repeat the activity with the teacher asking the aide what she is doing and with the aide responding appropriately.

T: /to aide/
Pull the box.
Push the box.
/after aide has demonstrated meaning of push-pull/
Pull the box.
What are you doing?
A: /pulling the box to herself/
I'm pulling the box.
T: /to aide/
Push the box.
What are you doing?
A: /pushing the box to teacher/
I'm pushing the box.

Now, the activity may be repeated several times, letting individuals push and pull the box and answer the teacher's questions.

UNIT VIII - SPANISH CIRCLE 57

***Enfoque Linguístico -**

va a hacer
¿Qué +está haciendo+ el niño?
hizo

A tomarse la leche.
Tomándose la leche.
Se tomó la leche.
¿Cómo está este vaso?
Lleno. Vacío. Por la mitad.

lleno
Porque está +por la mitad+.
vacío

Ese.

***Enfoque Conceptual** - Relaciones temporales, Gradación

***Materiales** - tres carteles, uno con un niño que va a tomarse un vaso de leche, otro con un niño tomándose la leche y otro con un niño que ya se tomó la leche; un vaso lleno, un vaso lleno hasta la mitad y un vaso vacío

***Linguistic Focus -**

is
What + + the child
did

doing
+going to do+?
do

Drink the milk.
Drinking the milk.
What did the child do?
Drank the milk.
How full is this glass?
Full. Empty. Half full.

full
Because it's +half full+.
empty

That one.

***Conceptual Focus** - Temporal relations, Seriation

***Materials** - three pictures, one with a child who is about to drink a glass of milk, another of the child drinking the milk and the last of the child with his milk finished; a full glass of milk, a glass half-full and an empty glass

---

Se presentarán tres carteles, en el primero un niño que va a tomarse un vaso de leche, en el segundo el niño tomándose la leche y en el tercero el niño que ya se tomó la leche. La maestra señalará el cartel correspondiente y hará las preguntas.

M: ¿Qué va a hacer el niño?
C: A tomarse la leche.
M: ¿Cómo está el vaso?
C: Lleno.
M: ¿Qué está haciendo el niño?
C: Tomándose la leche.
M: ¿Qué hizo el niño?

Three pictures will be shown in order to the children. First, a child about to drink milk; second, the child drinking his milk; and third, the child with his milk finished. The teacher points to each picture as she asks the questions.

T: What is the child going to do?
C: Drink the milk.
T: How full is the glass?
C: Full.
T: What is the child doing?
C: Drinking the milk.

These materials are developed by the Foreign Language Innovative Curricula Studies in cooperation with the Title I Migrant Program of the Michigan Department of Education and are the property of the State of Michigan

C: Se tomó la leche. M: ¿Cómo está el vaso ahora? C: Vacío.	T: What did the child do? C: Drank the milk. T: How full is the glass now? C: Empty.
Tres niños vendrán al frente y cada uno sosteniendo un cartel hará la pregunta correspondiente al cartel.	Three children will come to the front of the class, each one holding a picture as he asks the question corresponding to the picture in his hands.
N1: ¿Qué va a hacer el niño? C: A tomarse la leche. N2: ¿Qué está haciendo el niño? C: Tomándose la leche. N3: ¿Qué hizo el niño? C: Se tomó la leche.	P1: What is the child going to do? C: Drink the milk. P2: What is the child doing? C: Drinking the milk. P3: What did the child do? C: Drank the milk.
La maestra interrogará a los niños sobre cuál cartel representa la acción que se efectuó primero, después y de último.	The teacher then questions the children about the order of the actions represented in the three pictures.
M: ¿Cuál va primero? C: /señalando/ Ese. M: ¿Por qué? C: Porque está lleno. M: ¿Cuál va después? C: /señalando/ Ese. M: ¿Por qué? C: Porque está por la mitad. M: ¿Cuál va de último? C: /señalando/ Ese. M: ¿Por qué? C: Porque está vacío.	T: Which one comes first? C: /pointing/ That one. T: Why? C: Because it's full. T: Which one comes next? C: /pointing/ That one. T: Why? C: Because it's half full. T: Which one comes last? C: /pointing/ That one. T: Why? C: Because it's empty.
Tres niños se colocarán frente a la clase, uno tendrá un vaso lleno, otro un vaso lleno hasta la mitad y otro un vaso vacío. Cada uno hará la pregunta y la clase responderá.	Three children will stand in front of the class, one with a full glass, one with a glass half full and the last with an empty glass. Each child will ask how full his glass is and the class answers him.
N1: ¿Cómo está este vaso? C: Lleno. N2: ¿Cómo está este vaso? C: Por la mitad. N3: ¿Cómo está este vaso? C: Vacío.	P1: How full is this glass? C: Full. P2: How full is this glass? C: Half full. P3: How full is this glass? C: Empty.

M: ¿Cuál va primero?	T: Which one comes first?
C: /señalando/ Ese.	C: /pointing/ That one.
M: ¿Por qué?	T: Why?
C: Porque está lleno.	C: Because it's full.
Del mismo modo continuará el diálogo con los otros dos vasos.	The dialogue is continued discussing the other two glasses.

UNIT VIII - ENGLISH REVIEW CIRCLE 56

*Linguistic Focus - Review -

 My hand is   up
+It's   + down+.

    walking   fast
I'm +running + slowly+.

 To
+Around+ Miss Jones.

Is my hand up or down?
Am I walking fast or slowly?

*Conceptual Focus -
Seriation, Spatial relations
*Materials -
a chair

After the pupils have formed a circle, the aide chooses one pupil to stand in the middle of the circle with her. The teacher guides the rest of the class to close their eyes while the aide helps the pupil put his hand up and down several times. The pupil says whether his hand is up or down each time and finally asks the class, *Is my hand up or down*? Before opening their eyes, the class must guess, each child calling out either, *It's up* or *It's down*. The teacher tells the class to open their eyes to see if they guessed correctly.

T: /to class/
Close your eyes.
P: /with aide's help/
My hand is up.
My hand is down.
My hand is up.
Is my hand up or down?
C: /each answering as they believe/

     up
It's +down+.

T: /to class/
Open your eyes.

The activity may be repeated several times with other pupils having a turn to be in the middle.

Now, the teacher tells the class to close their eyes again while she walks very slowly and audibly around the circle. Then, she walks very fast and audibly around the circle. She says whether she is walking fast or slowly each time and finally asks the class, *Am I walking fast or slowly?* Before opening their eyes, the class must guess, each child calling out either, *Fast* or *Slowly.* The teacher tells the class to open their eyes to see if they guessed correctly.

T: /to class/
Close your eyes.
I'm walking fast.
I'm walking slowly.
I'm walking fast.
I'm walking slowly.

Am I walking fast or
slowly?
C: /each answering as
they believe/

Fast
+Slowly+.

T: /to class/
Open your eyes.

The activity may be repeated several times with pupils having a turn to walk around the circle and talk to the class with the teacher's help.

The aide sits in a chair away from the circle area. The teacher says to the class, *Let's walk to Miss Jones, Where are you walking?* The teacher helps the class respond, *To Miss Jones*. The teacher asks the same question several times as the class approaches the aide.

T: /to class/
Let's walk to Miss Jones.
Where are you walking?
C: /with teacher's help/
To Miss Jones.

After the class has walked to Miss Jones, the teacher says, *Let's walk around Miss Jones. Where are you walking?* The teacher helps the class respond, *Around Miss Jones*. The teacher asks the same question several times as the class walks around Miss Jones.

T: /to class/
Let's walk around
Miss Jones.
Where are you walking?
C: /with teacher's help/
Around Miss Jones.

Now, the class may return to the original circle area and repeat the activity, having a child sit in the aide's chair.

UNIT VIII - SPANISH CIRCLE 58

*Enfoque Linguístico -	*Linguistic Focus -
¿Qué están haciendo ellos?	What are they doing?
barriendo Están +lavando +. etc.	sweeping They're +washing +. etc.
José ¿Qué hace +Luis+? etc.	José What is +Luis+ doing? etc.
Se está cortando el pelo.	He's getting his hair cut.
el barbero Es +el dentista+. etc.	barber He's the +dentist+. etc.
Se saca una muela.	He's getting his tooth pulled.
Lavaba +Bailaba+. etc.	Washed +Danced+. etc.
*Enfoque Conceptual - Relaciones temporales	*Conceptual Focus - Temporal relations
*Materiales - Ninguno	*Materials - None

Los niños serán invitados a jugar de adivinar oficios. La clase se dividirá en dos grupos que se alternarán para ejecutar o adivinar el oficio. Los grupos se colocan uno frente a otro formando dos filas. El grupo que ejecuta la acción hace la mímica correspondiente al oficio que ellos han escogido o que la maestra sugirió y que podría ser como barrer, aplanchar, lavar, coser, etc. Un niño hará la pregunta guiado por la maestra.	The children will be invited to play at guessing activities. The class should divide into two groups, lined up and facing each other, which take turns representing or guessing the activity. The group chosen to represent, mimics the activity which they have chosen, or which the teacher has suggested, e. g. sweep, iron, wash, sew, etc. The teacher will guide a pupil in asking the other group what is being mimicked.
N1: /mientras los demás hacen la mímica de lavar y con ayuda de la maestra/ ¿Qué están haciendo ellos?	P1: /with the teacher's help while the others mimic washing/ What are they doing?

G2: Están lavando.

El segundo grupo entonces ejecuta la acción y el primer grupo adivina.

N2: /mientras los demás hacen la mímica de barrer y con ayuda de la maestra/
¿Qué están haciendo ellos?
G1: Están barriendo.

Los grupos continuarán alternándose para hacer diferentes imitaciones por un rato. La maestra entonces llama dos niños al frente, para que imiten a un barbero y a un cliente. Otro niño hará las preguntas. La clase responderá. La maestra prestará ayuda cuando lo crea necesario.

M: (Juan), pregunta a la clase que hace (Luis).
P1: ¿Qué hace (Luis)?
C: Se está cortando el pelo.
M: (Juan), pregunta a la clase que hace (José).
P1: ¿Qué hace (José)?
C: Es el barbero.

La misma experiencia se repetirá con un dentista y un cliente.

M: (Rosa), pregunta a la clase que hace (Ana).
N1: ¿Qué hace (Ana)?
C: Se saca una muela.
M: (Rosa), pregunta a la clase que hace (Luis).
N1: ¿Qué hace (Luis)?
C: Es el dentista.

Por último la maestra escogerá un niño que quiera venir a imitar tres o más oficios como lavar, barrer y bailar uno después de otro. Dirigiéndose a la clase los interroga.

M: ¿Qué hacía (Ana) primero?
C: Lavaba.
M: ¿Qué hacía (Ana) después?

G2: They're washing.

The second group then mimics the action while the first group guesses.

P2: /with the teacher's help while the others mimic sweeping/
What are they doing?
G1: They're sweeping.

The two groups continue, taking turns imitating different activities for a while. Then the teacher calls two children to the front, one to mimic a barber and the other his client. Another pupil asks the questions and the class will respond, the teacher helping when necessary.

T: (Juan), ask the class what (Luis) is doing.
P1: What is (Luis) doing?
C: He's getting his hair cut.
T: (Juan), ask the class what (José) is doing.
P1: What is (José) doing?
C: He's the barber.

They repeat the situation as a dentist and his client.

T: (Rosa), ask the class what (Ana) is doing.
P1: What is (Ana) doing?
C: Getting her tooth pulled.
T: (Rosa), ask the class what (Luis) is doing.
P1: What is (Luis) doing?
C: He's the dentist.

Finally, the teacher will choose a child to come to the front and imitate three different activities, one after the other, e. g. wash, sweep or dance. She then questions the class.

T: What did (Ana) do first?
C: Washed.
T: What did (Ana) do next?

C:	Barría.	C:	Swept.
M:	¿Qué hacía (Ana) por último?	T:	What did (Ana) do last?
C:	Bailaba.	C:	Danced.

UNIT VIII - ENGLISH REVIEW CIRCLE 57

*Linguistic Focus - Review -

One, two, three, four, five.

$+\genfrac{}{}{0pt}{}{\text{In}}{\text{On}}+$ the box.

*Conceptual Focus -
Seriation, Spatial relations

*Materials -
One box with a ball, one box with 2 dolls, one box with 3 trucks, one box with 4 cars, one box with 5 blocks, a box and 5 strips of red paper for each child and teacher.

After the pupils have formed a circle, the aide places five covered shoe boxes containing secret objects to be identified and counted. The covers of the boxes should be taped on. Box One contains one ball, Box Two has two dolls, Box Three has three trucks, Box Four has four cars and Box Five has five blocks. The teacher holds up Box One and shakes it while moving from child to child so each can hear the content of the box as a clue for the following guessing game. The teacher asks the class, _What's in the box?_ After three or four pupils have guessed, the teacher opens the box and holds up the ball, saying, _It's a ball_ and having the class repeat the statement. The teacher asks, _How many balls are there?_ and the aide helps the class respond, _One_, if help is necessary. If a pupil guesses the content of the box right away, the teacher should immediately open the box before others guess.

T: /shaking Box One close
to pupils/
What's in the box?
P1: /guessing/
A car.
P2: /guessing/
A truck.
P3: /guessing/
A ball.
T: /opening box to
show content/
It's a ball.
C: /with aide's help,
if necessary/
It's a ball.
T: /to class/
How many balls are
there?
C: /with aide's help,
if necessary/
One.

Before the guessing game continues with the remaining four boxes, the teacher passes out one strip of red paper to each child, saying, _I have one ball_, _You have one paper. How many papers do you have?_ The aide helps the class respond appropriately.

T: /giving each child one
strip of paper/
I have one ball.
You have one paper.
How many papers do
you have?
C: /with aide's help, if
necessary/
One.

The box guessing activity continues, having the teacher pass out one more strip of paper to each child with the end of each guessing period. The teacher always points out that the pupils each have the same number of papers as she has objects.

Now, the teacher and aide give each child a box, such as a shoe box. The teacher tells the class to each put their strips of paper in the box. Then she tells them to put the strips of paper on the box. She repeats the directions several times in a fast paced exercise, asking where the papers are each time. The aide helps the class respond appropriately.

T: /to class and doing the
same activity herself/
Put the papers in the
box.
Where are the papers?
C: /putting papers in their
own boxes and with aide's
help, if necessary/
In the box.
T: /to class and doing the
same activity herself/
Put the papers on the box.
Where are the papers?
C: /putting papers on their
own boxes with aide's
help, if necessary/
On the box.

If the class is small so that individual attention may be given frequently, the teacher may continue the above activity having the pupils put a certain number of papers up to five on and in the box.

UNIT VIII - SPANISH CIRCLE 59

*Enfoque Linguístico -

¿Qué estás haciendo?

Un vestido
+ Una mesa +.
etc.

¿Quién eres?
La costurera.
¿Qué necesitas para hacerlo?
Aguja, hilo y tela.
Un martillo. Un serrucho.
Clavos.
Ese.

está haciendo
Porque +todavía no ha hecho+
ya hizo

la mesa.

*Enfoque Conceptual - Clasificación, Relaciones temporales
*Materiales - láminas, herramientas y utensilios de juguete para carpintero, cocinero, costurera y jardinero, etc.

*Linguistic Focus -

making
What are you +building+?

dress
A +table+.
etc.

What are you?
The dressmaker.

make
What do you need to +build+ it?

Needle, thread and cloth.
A hammer. A saw. Nails.
That one.

he's building
Because +he hasn't built +
he already built

the table.

*Conceptual Focus - Classification, Temporal relations
*Materials - posters, tools and utensils to play carpenter, cook, dressmaker, gardener, etc.

A los niños les serán mostradas varias láminas que representen personas efectuando diferentes trabajos como, carpintero, jardinero, costurera y cocinero. La maestra interrogará a los niños para provocar un diálogo acerca de las láminas. Las preguntas serán sobre lo que la persona de la lámina hace y los utensilios que necesita para hacerla.

M: /mostrando la lámina del carpintero/

The children will be shown several pictures representing various persons working at different occupations, such as a carpenter, gardener, dressmaker and cook. The teacher will provoke a conversation with the children by asking them questions about the pictures, the questions referring to what the person in the picture is doing or what tools he needs to do it with.

T: /showing a picture of a carpenter/

Este es un carpintero.
¿Qué está haciendo?
C: Una casa.
M: ¿Qué necesita para hacerla?
N1: Un martillo.
N2:: Un serrucho.
N3: Clavos.

En esta forma procederá con las otras láminas. Luego varios niños serán invitados a imitar las personas de las láminas, utilizando juguetes como aguja, hilo, tela. Los niños serán interrogados por la clase, con la ayuda de la maestra si es necesario, sobre la persona que están representando, lo que hacen, y lo que necesitan para hacerlo.

N1: ¿Quién eres?
N2: La costurera.
N3: ¿Qué estás haciendo?
N2: Un vestido.
N4: ¿Qué necesitas para hacerlo?
N2: Aguja, hilo y tela.

Por último, la maestra presentará tres láminas. Primero un carpintero con un trozo de madera. Después un carpintero construyendo una mesa y por último un carpintero con la mesa terminada. Interrogará a la clase haciendo la pregunta en futuro, presente y pasado según lo represente la lámina.

M: ¿Qué va a hacer el carpintero?
C: Una mesa.
M: ¿Qué está haciendo el carpintero?
C: Una mesa.
M: ¿Qué hizo el carpintero?
C: Una mesa.

Después les pedirá que coloquen las láminas en el orden en que se efectuaría la acción. La maestra ayudará a la clase en las respuestas si es necesario.

This is a carpenter.
What is he building?
C: A house.
T: What does he need to build i
P1: A hammer.
P2: A saw.
P3: Nails.

She continues in the same manner with the other pictures. Then several children will be asked to imitate the figures in the pictures, making use of toys such as needle, thread or cloth. The class will question these children about the person they represent, what they are doing and what they need to do it.

P1: Who are you?
P2: The dressmaker.
P3: What are you making?
P2: A dress.
P4: What do you need to make it?
P2: Needle, thread and cloth.

Then the teacher presents three pictures, the first of a carpenter with a piece of wood, the second of a carpenter building a table and the last of a carpenter with a completed table. She will then question the class, using the future, present or past tense as is appropriate to each picture.

T: What is the carpenter going to build?
C: A table.
T: What is the carpenter building?
C: A table.
T: What did the carpenter build?
C: A table.

She then asks them to place the pictures in order according to which action takes place first. The teacher helps with the answer if necessary.

UNIT VIII - SPANISH CIRCLE 59 (cont'd)

M:	¿Cuál va primero?	T:	Which one comes first?
C:	Ese.	C:	That one.
M:	¿Por qué?	T:	Why?
C:	Porque todavía no ha hecho la mesa.	C:	Because he hasn't built the table yet.
M:	¿Cuál va después?	T:	Which one comes next?
C:	Ese.	C:	That one.
M:	¿Por qué?	T:	Why?
C:	Porque está haciendo la mesa.	C:	Because he's building the table.
M:	¿Cuál va de último?	T:	Which one comes last?
C:	Ese.	C:	That one.
M:	¿Por qué?	T:	Why?
C:	Porque ya hizo la mesa.	C:	Because he already built the table.

UNIT VIII - ENGLISH REVIEW CIRCLE 58

*Linguistic Focus - Review -

Go inside.

Come outside.

$+\begin{matrix}\text{Taking}\\ \text{Bringing}\end{matrix} + \text{the box} + \begin{matrix}\text{inside}\\ \text{outside}\end{matrix} + .$

*Conceptual Focus -
Spatial relations

*Materials
a playhouse made of blocks or a table and blankets, a box with empty food cartons, cans, etc.

After the pupils form a circle, the teacher and aide help three or four pupils build a playhouse out of big blocks or a table and blankets. The teacher and the class tell one pupil, Go inside. After the pupil goes inside the house, the teacher and the class ask the pupil, Are you inside or outside? The aide helps the pupil respond, if necessary. Then, the teacher and class tell the same pupil, Come outside, Are you inside or outside?

T: /modeling directive/
Go inside.
C: /with teacher's help and to one pupil/
Go inside.
T: /modeling question/
Are you inside or outside?
C: /with teacher's help/
Are you inside or outside?
P1: /with aide's help, if necessary/
Inside.
T: /modeling directive/
Come outside.
C: /with teacher's help and to same pupil/
Come outside.
T: /modeling question/
Are you inside or outside?
C: /with teacher's help/
Are you inside or outside?
P1: /with aide's help, if necessary/
Outside.

The activity may now be repeated with other individuals following the directions and answering the questions.

Now, the aide puts a box filled with empty food cartons, cans, etc. in front of the house. She says to one child, Take the box inside. As the child takes the box inside, the aide asks the class, What is he doing? The teacher helps the class respond appropriately. Then, the aide tells the same pupil, Bring the box outside. As the pupil brings the box outside of the house, the aide asks the class, What is he doing? The teacher helps the class respond appropriately.

A: /to one pupil/
Take the box inside.
/to class/
What is he doing?
C: /with teacher's help/
Taking the box inside.
A: /to same pupil/
Bring the box outside.
/to class/
What is he doing?
C: /with teacher's help/
Bringing the box outside.

The activity may be repeated with other individuals several times. Then, the aide may follow the same procedure to have the pupils, one at a time, take the box in back of the house and bring it back in the front of the house.

UNIT VIII - SPANISH CIRCLE 60

*Enfoque Linguístico -

¿Cómo se hizo?

Ana
Con +el pie + de +Juan+.
la mano
etc.

Pusimos harina en el papel.

Juan
+Luis + puso + el pie +.
quitó la mano
etc.

¿De quién es esta huella?

Luis
De +Rosa+.
etc.

*Enfoque Conceptual - Relaciones espaciales, Relaciones temporales
*Materiales - papel, harina o arena, pintura de usar con las manos, hojas de papel blanco

*Linguistic Focus -

How was it made?

Ana's
With +Juan's + foot +.
etc. hand

We put flour on the paper.

Juan
+Luis + put + his +foot + off +.
took hand down
etc.

Whose +footprint+ is this?
handprint

Luis's
+Rosa's+.
etc.

*Conceptual Focus - Spatial relations, Temporal relations
*Materials - paper, sand or flour, finger paint, sheets of blank paper

---

Se colocará en un papel en el piso una capa delgada de harina o arena. Se le pedirá a un niño que ponga un pie encima para darle oportunidad de observar su huella. Por medio de preguntas se logrará que los niños se expresen sobre la manera como la huella se hizo.

M: /mostrando la huella/
Esto es una huella.
¿Cómo se hizo?
C: Con el pie de (Juan).
M: ¿Qué hicimos primero?
C: Pusimos harina en el papel.
M: ¿Qué hicimos después?
C: (Juan) puso el pie.
M: ¿Qué hicimos por último?
C: (Juan) quitó el pie.

The teacher will place a sheet of paper on the floor. She thinly coats the paper with flour or sand and then asks a child to step on it and leave his footprint. Using questions the teacher asks the children to discuss the manner in which the print was made.

T: /displaying the footprint/
This is a footprint.
How was it made?
C: With (Juan's) foot.
T: What did we do first?
C: We put flour on the paper.
T: Then what did we do?
C: (Juan) put his foot down.
T: What did we do last?
C: (Juan) took his foot off.

Otro niño dejará la huella de su mano en la harina. Un niño vendrá a hacer las preguntas a otro.

N1: ¿De quién es esta huella?
N2: De (Luis).
N1: ¿Cómo se hizo?
N2: Con la mano.

Se repartirán entre los niños hojas de papel en blanco que ellos colocarán sobre su mesa. Se les permitirá que mojen una de sus manos en pintura y la coloquen luego en el papel para dejar su huella. La maestra, mostrando uno de los papeles con la huella de la mano de un niño, hará las preguntas.

M: (Ana), ¿de quién es esta huella?
N: De (José).
M: (Luis), ¿cómo se hizo?
N: Con la mano.

La maestra entregando uno de los papeles a un niño le pedirá que haga él las preguntas a otro niño o a la clase.

M: (Rosa), pregúntale a (Juan) de quién es esta huella.
N1: ¿De quién es esta huella?
N2: De (José).
M: Pregúntale cómo se hizo.
N1: ¿Cómo se hizo?
N2: Con la mano.

Esta actividad se repetirá varias veces para dar oportunidad a varios niños de practicar el diálogo.

Another child leaves his handprint in the flour and a pupil will step forward to ask another the question.

P1: Whose handprint is this?
P2: (Luis's).
P1: How was it made?
P2: With a hand.

The teacher will pass out sheets of blank paper among the children who will put them on the table. She lets them smear their hands with paint and place them on the papers leaving a print. Showing a sheet with a pupil's handprint, the teacher asks the questions.

T: (Ana), whose handprint is this?
P: (José's)
T: (Luis), how was it made?
P: With a hand.

Giving one of the sheets of paper to a pupil, the teacher asks him to question a classmate or the class.

T: (Rosa), ask (Juan) whose handprint this is.
P1: Whose handprint is this?
P2: (José's).
T: Ask him how it was made?
P1: How was it made?
P2: With a hand.

This activity should be repeated several times to give various children the opportunity to practice the dialogue.

UNIT VIII - ENGLISH REVIEW CIRCLE 59

*Linguistic Focus - Review -

What do I do +first / last+?

Then, what do I do?

+First, / Then,+ you +walk / jump+ to the +

+door / window+.

Last, you run and sit down.

*Conceptual Focus -
Temporal relations
*Materials -
None

The pupils are seated on the floor in a circle. The aide selects two pupils and asks them to stand. The teacher gives the directions and the aide helps one child perform the action. The direction is repeated by the class and the second child performs the action.

T: /to P1?
First, you walk to the window.
C: /to P2/
First, you walk to the window.

The teacher and class give the rest of the directions and the aide helps one child and then the other perform the actions.

T: /to P1/
Then, you jump to the door.
C: /to P2/
Then, you jump to the door.
T: /to P1/
Last, you run and sit down.
C: /to P2/
Last, you run and sit down.

When both pupils are again seated in the circle, the teacher selects two other pupils who stand and receive directions in the following manner.

2Ps: /with teacher's help and to class/
What do I do first?
C: /to T, P1 & P2, with aide's help, if necessary/
First, you walk to the window.

The teacher and two pupils walk to the window and then ask for the next direction.

2Ps: /with teacher's help and to class/
Then, what do I do?
C: /to T, P1 & P2/
Then, you jump to the door.

They perform this action and

then ask for the last direction.

2Ps: /with teacher's help
and to class/
What do I do last?
C: /to T, P1 & P2/
Last, you run and
sit down.

After the teacher and pupils are seated, this activity may be repeated by the aide and another pair of pupils.

UNIT VIII - SPANISH CIRCLE 61

*Enfoque Linguístico -

primero
¿Qué vas a colocar + después +?
por último

+La mazorca +.
Una mazorca

Los granos de maíz.
Las palomitas de maíz.
Primero la mazorca.
Después los granos.
Por último las palomitas de maíz.

*Enfoque Conceptual - Relaciones temporales, Identificación
*Materiales - mazorca de maíz, granos de maíz, palomitas de maíz, tres láminas con dibujos do lo anterior

*Linguistic Focus -

What are you going to put down

first
+next +?
last

+The + ear of corn.
An

The kernels.
The popcorn.
First the ear of corn.
Then the kernels.
Last the popcorn.

*Conceptual Focus -Temporal relations, Identification
*Materials - an ear of corn, kernels, popcorn; three pictures representing the ear of corn, kernels, and popcorn

---

La maestra mostrará a los niños una mazorca de maíz, granos de maíz y palomitas de maíz. Permitirá que los niños los manipulen. La maestra dirigirá preguntas a la clase para que las identifiquen.

M: /mostrando la mazorca/
¿Qué es esto?
C: Una mazorca.
M: /mostrando los granos/
¿Qué son éstas?
C: Semillas de maíz.
M: /mostrando las palomitas de maíz/
¿Qué son éstas?
C: Palomitas de maíz.

La maestra irá colocando primero la mazorca, después los granos de maíz y por último las palomi-

The teacher will show the class an ear of corn, kernels and some popcorn, permitting them to handle the objects. Using questions she has the children identify them.

T: /showing the ear of corn/
What is this?
C: An ear of corn.
T: /showing the kernels/
What are these?
C: Kernels.
T: /showing the popcorn/
What is this?
C: Popcorn.

The teacher will put the objects on the table, placing first the ear of corn, then the kernels and tas de maíz. Mientras lo hace dirá la oración correspondiente. La maestra invitará a los niños con un gesto para que repitan con ella. Si es necesario usará la palabra Repitan después de cada oración.

M: Primero la mazorca.
C: Primero la mazorca.
M: Después los granos.
C: Después los granos.
M: Por último las palomitas de maíz.
C: Por último las palomitas de maíz.

Luego invitará a un niño a coger las tres cosas de la mesa. Otro niño le preguntará que va a colocar primero, después y por último. La maestra ayudará cuando lo crea necesario.

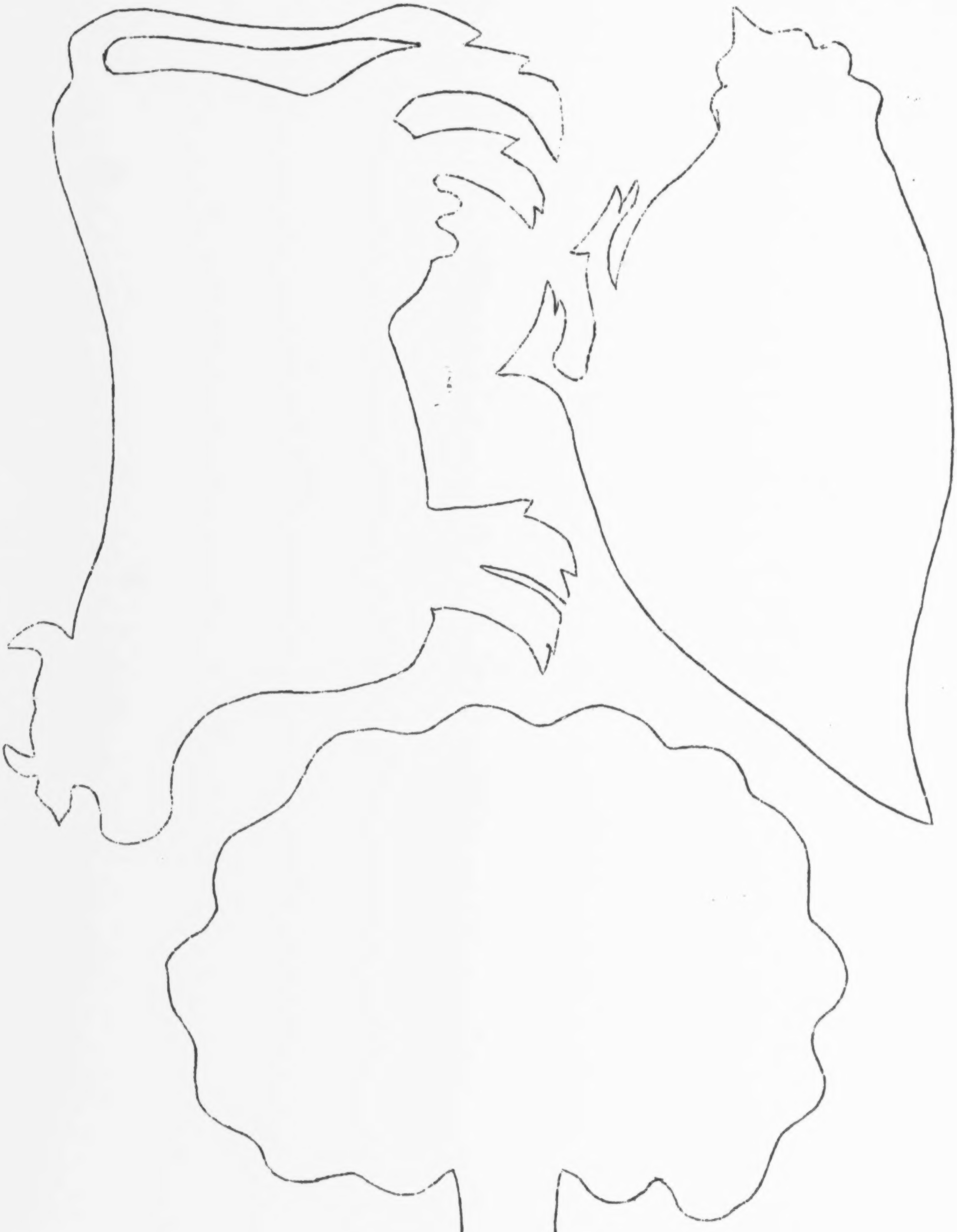
M: Pregúntale qué va a colocar primero.
N1: ¿Qué vas a colocar primero?
N2: La mazorca.
M: Pregúntale qué va a colocar después.
N1: ¿Qué vas a colocar después?
N2: Los granos de maíz.
M: Pregúntale qué va a colocar por último.
N1: ¿Qué vas a colocar por último?
N2: Las palomitas de maíz.

last the popcorn. As she does so she gives the class the corresponding sentence and gestures them to repeat with her. If necessary, she may use the word Repeat after each sentence.

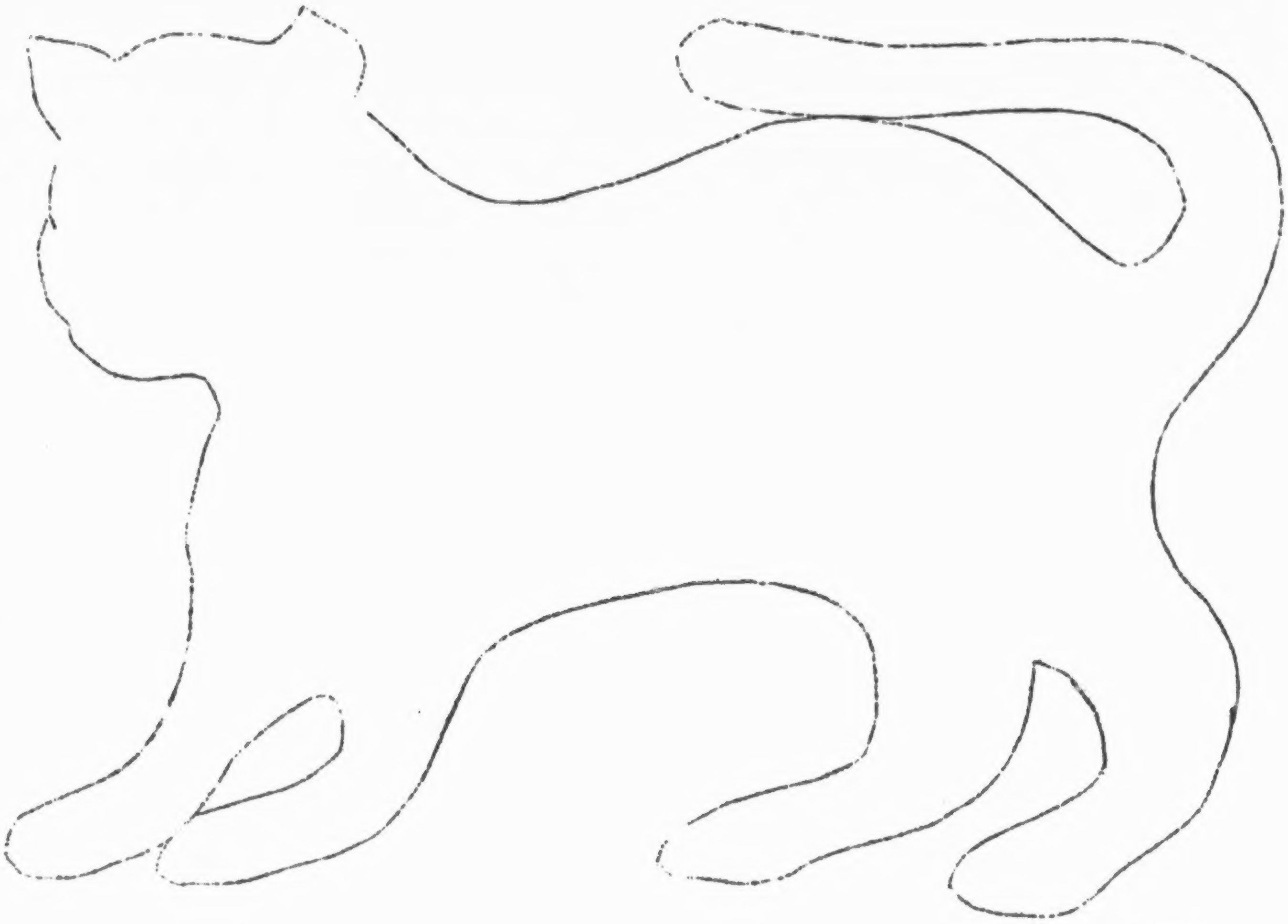
T: First the ear of corn.
C: First the ear of corn.
T: Then the kernels.
C: Then the kernels.
T: Last the popcorn.
C: Last the popcorn.

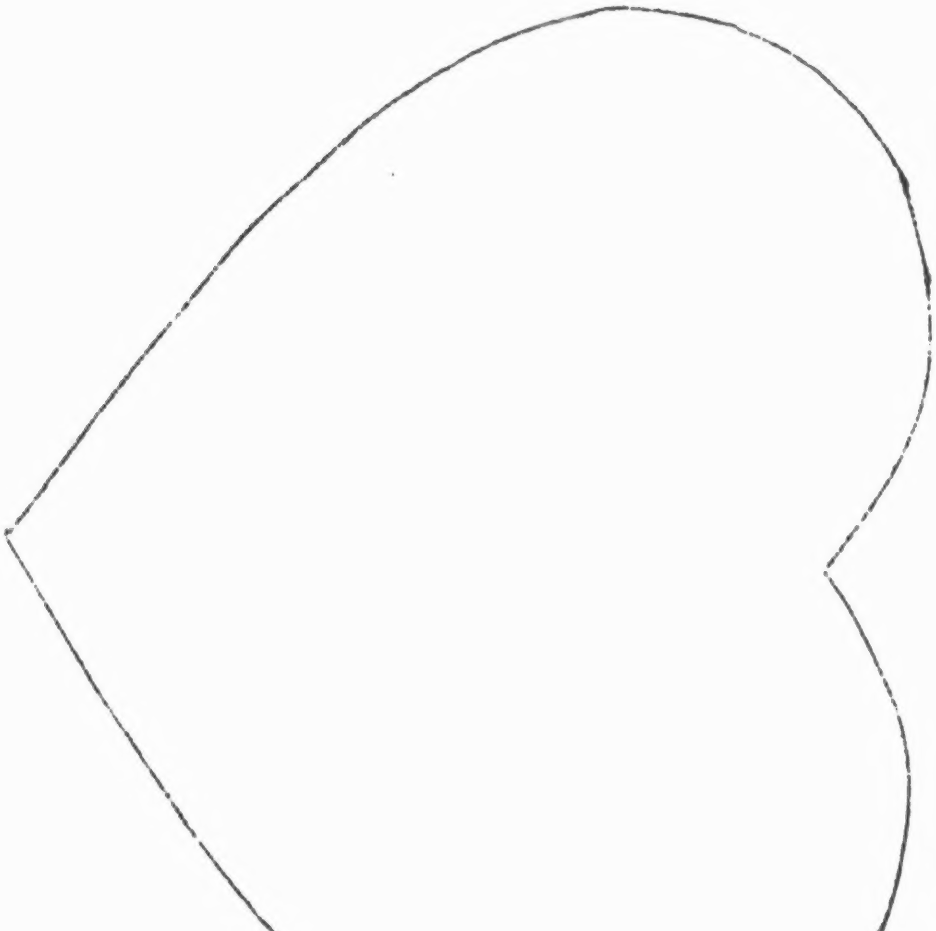
She then asks a pupil to take the three articles off the table. Another child will ask the first which object he is going to put down first, next and last, and the teacher helps if necessary.

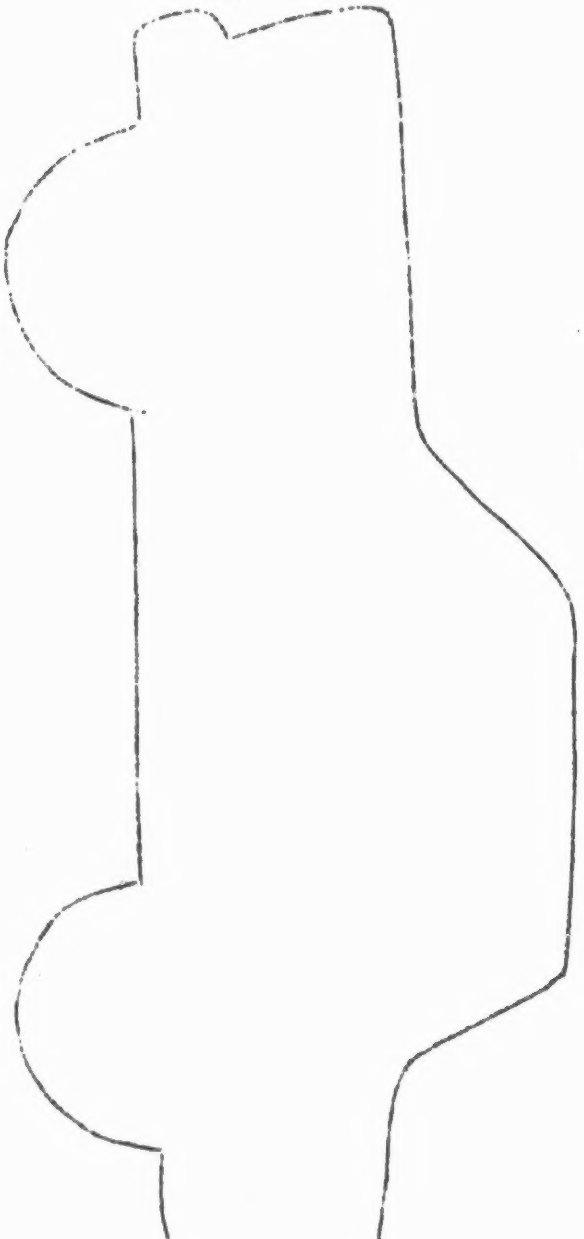
T: Ask him what he's going to put down first.
P1: What are you going to put down first?
P2: The ear of corn.
T: Ask him what he's going to put down next.
P1: What are you going to put down next?
P2: The kernels.
T: Ask him what he's going to put down last.
P1: What are you going to put down last?
P2: The popcorn.



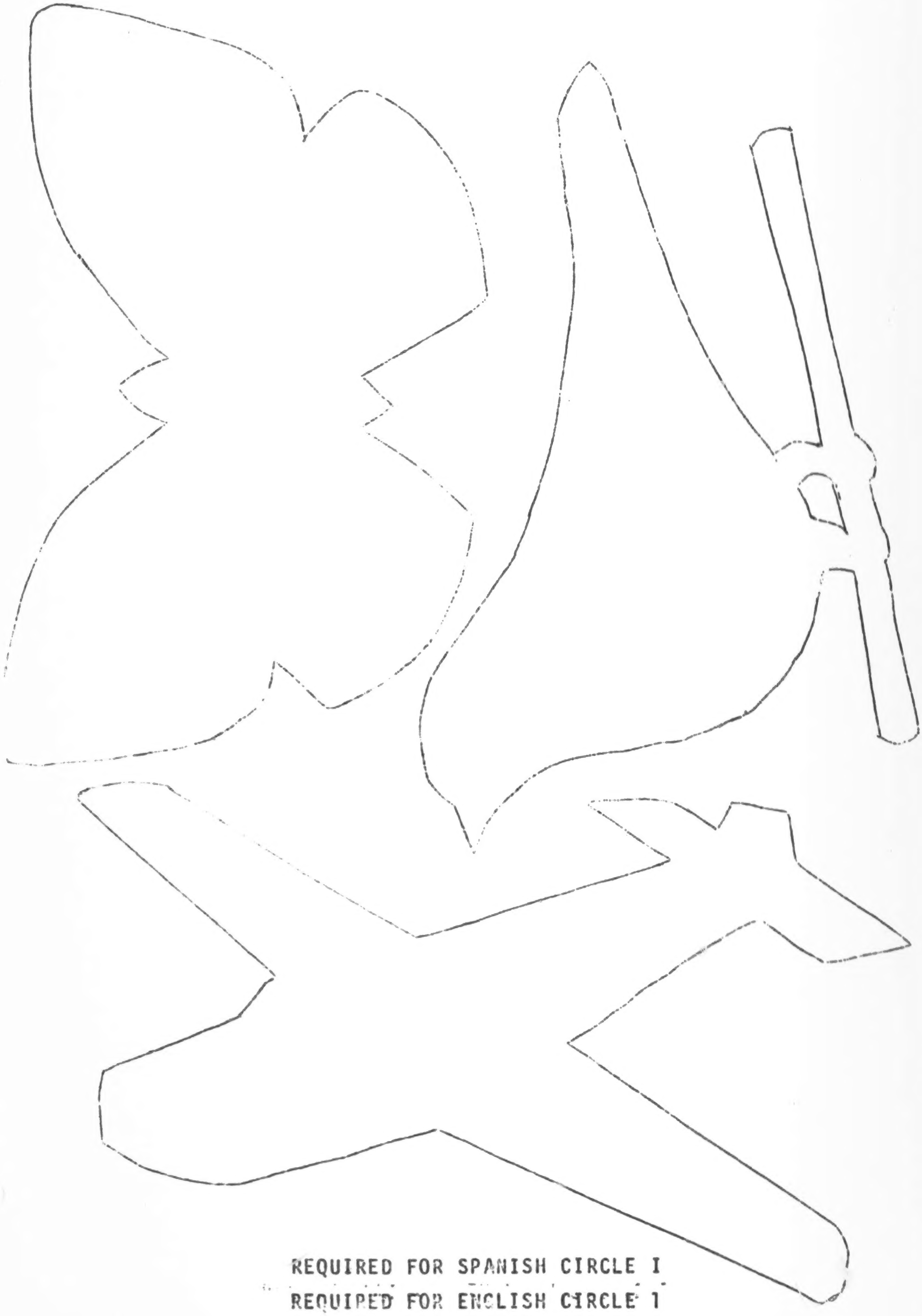
REQUIRED FOR SPANISH CIRCLE 1
REQUIRED FOR ENGLISH CIRCLE 1







REQUIRED FOR SPANISH CIRCLE I
REQUIRED FOR ENGLISH CIRCLE 1



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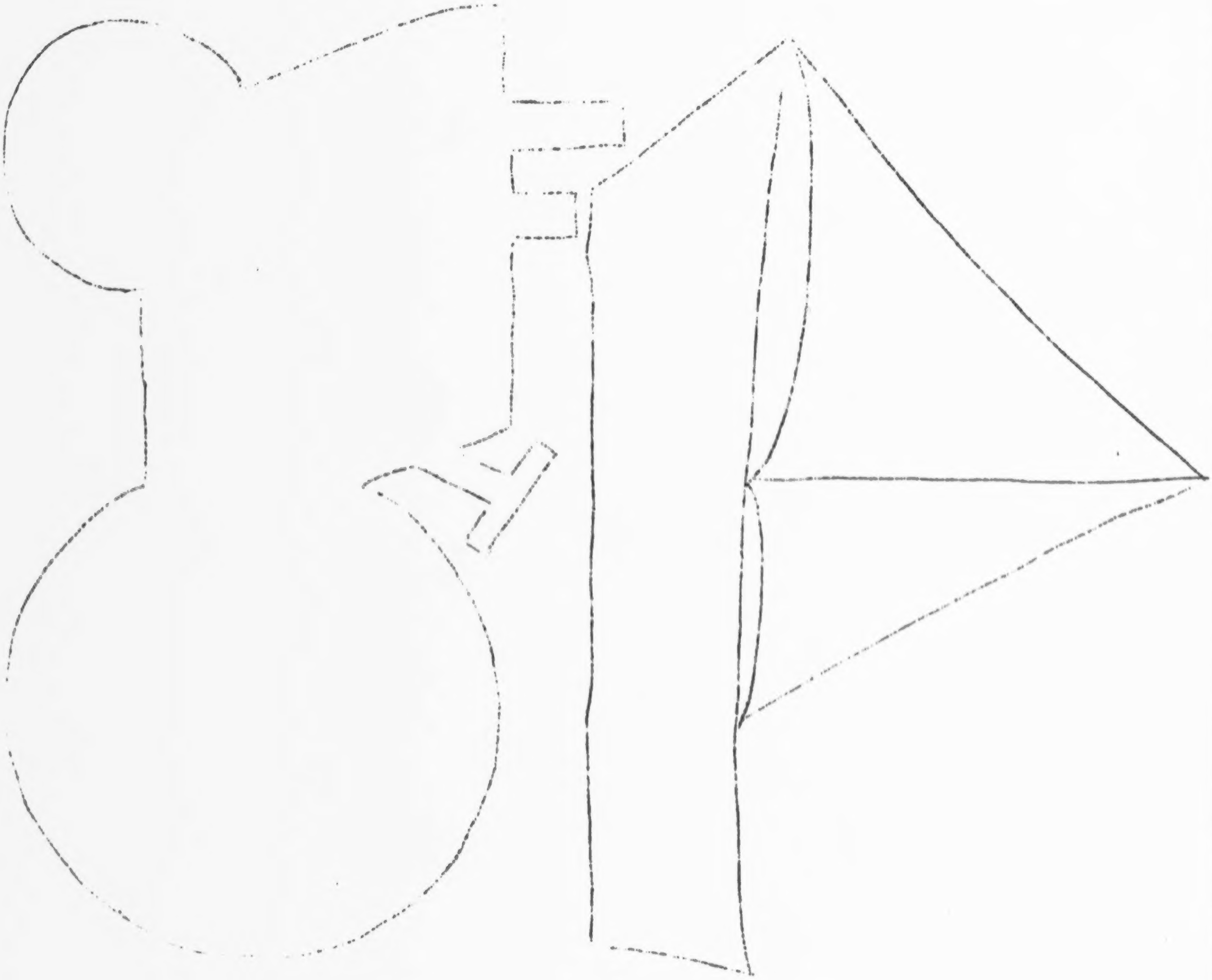
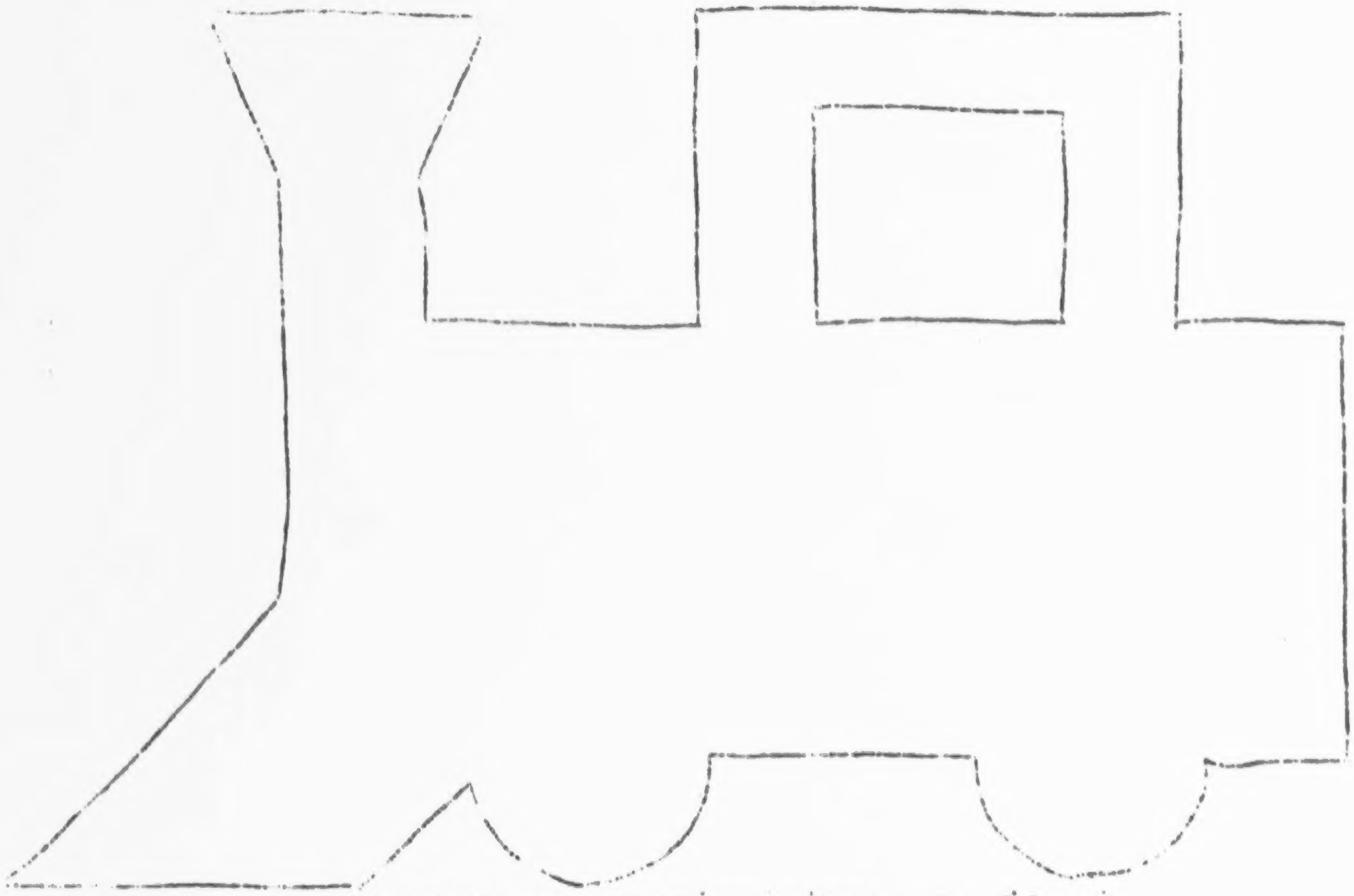
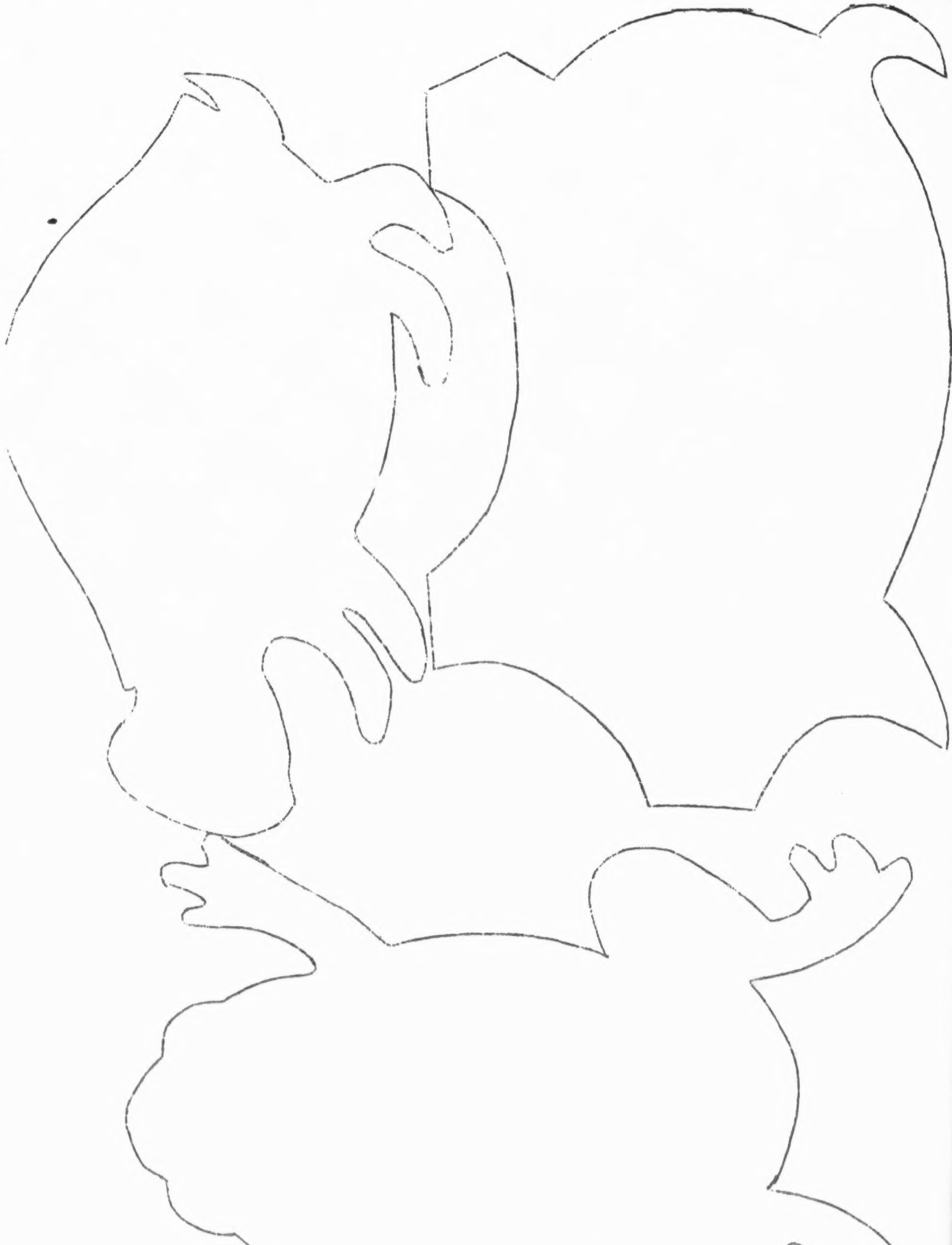
REQUIRED FOR ENGLISH CIRCLE 1





REQUIRED FOR SPANISH CIRCLE 1, 56

REQUIRED FOR ENGLISH CIRCLE 1



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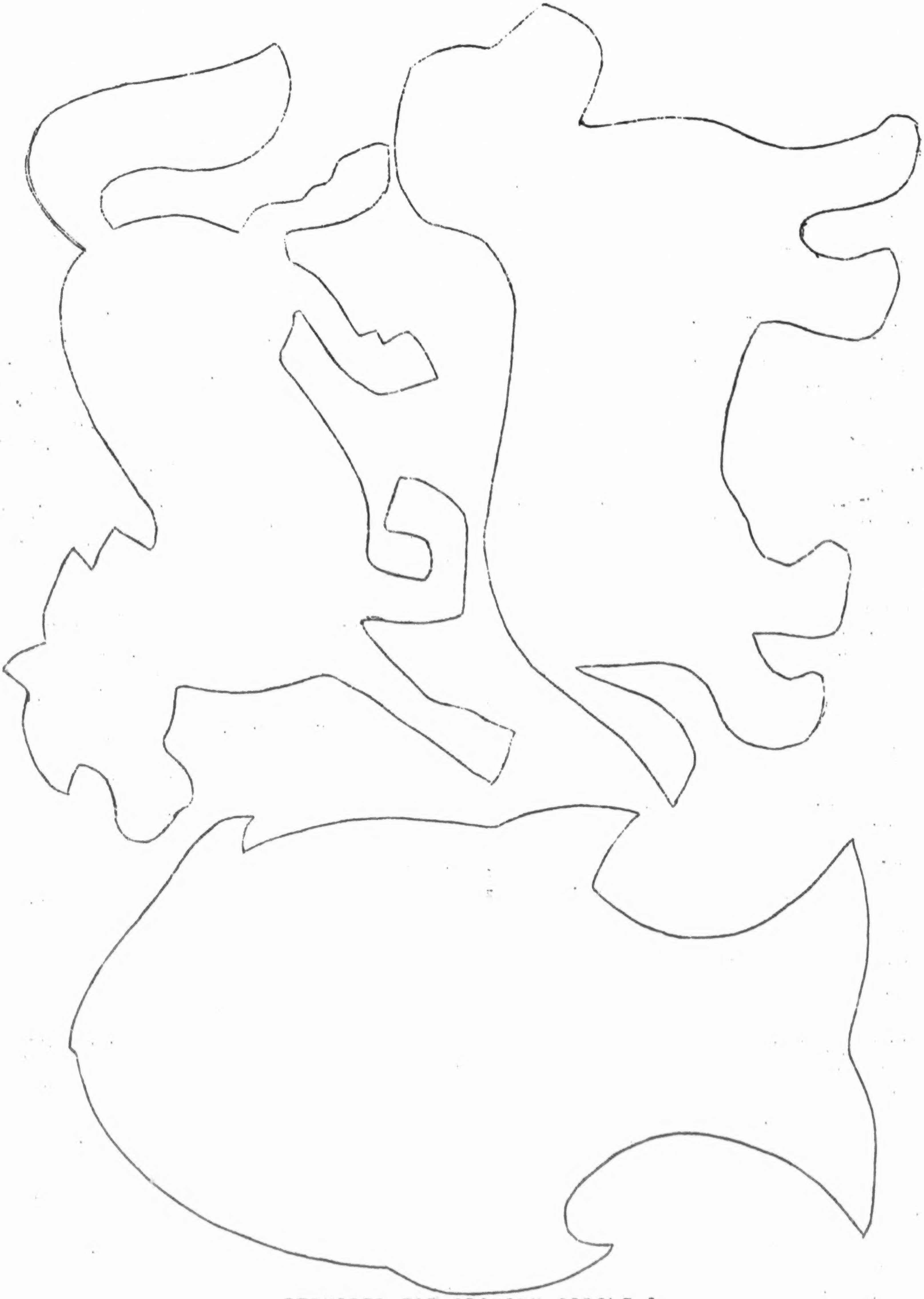
REQUIRED FOR ENGLISH CIRCLE 1



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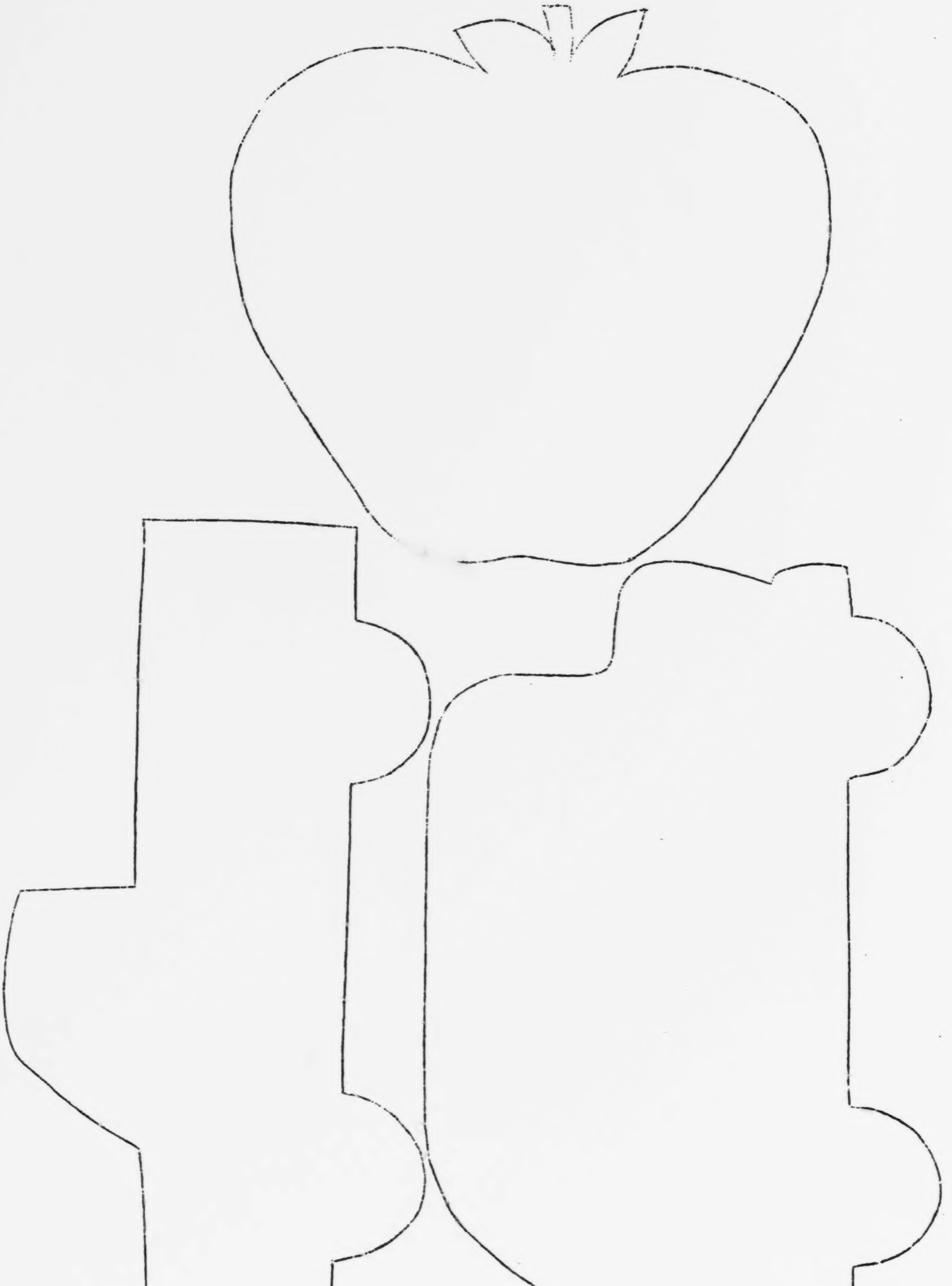
REQUIRED FOR ENGLISH CIRCLE 1



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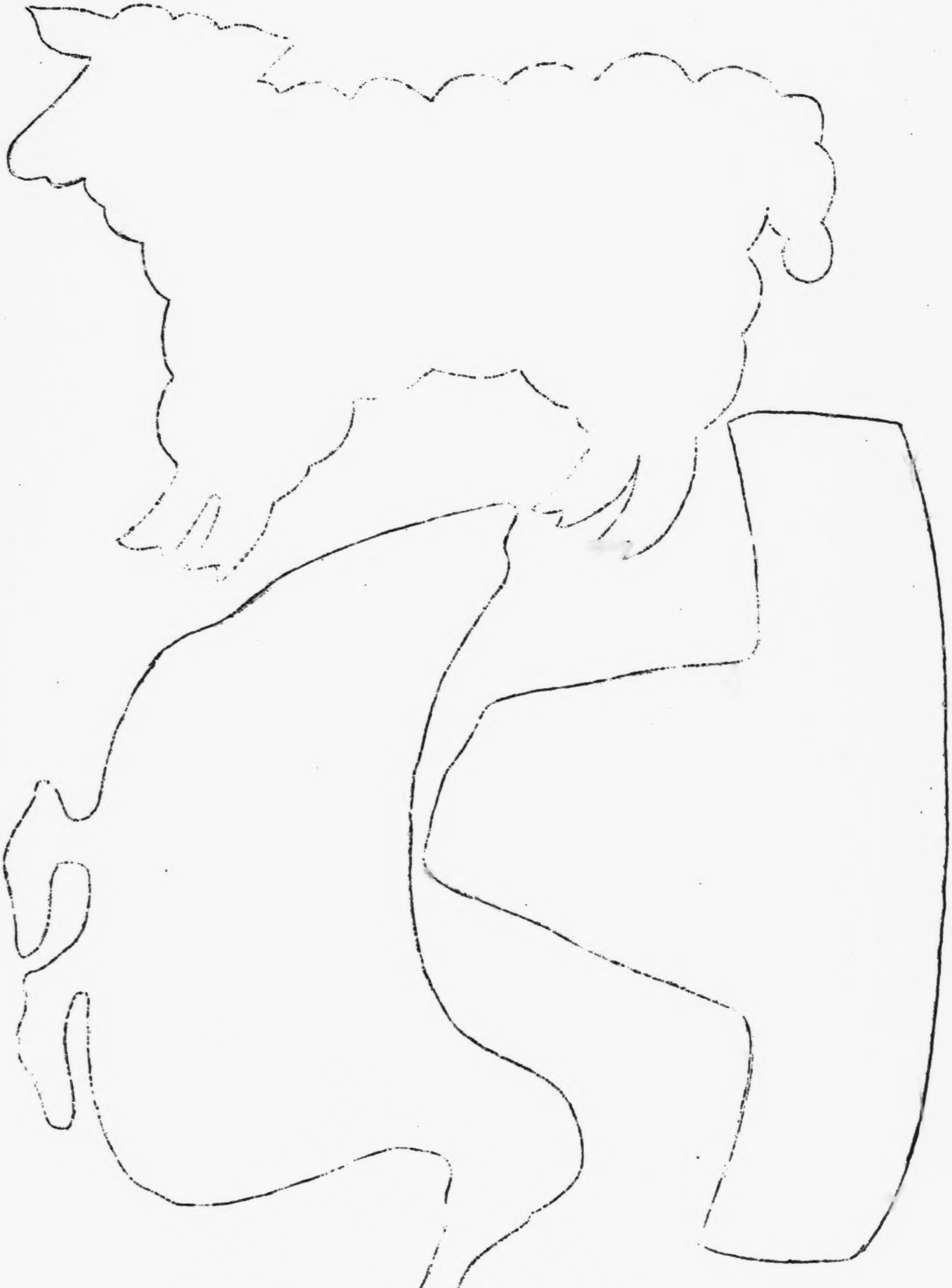
REQUIRED FOR ENGLISH CIRCLE 1

5



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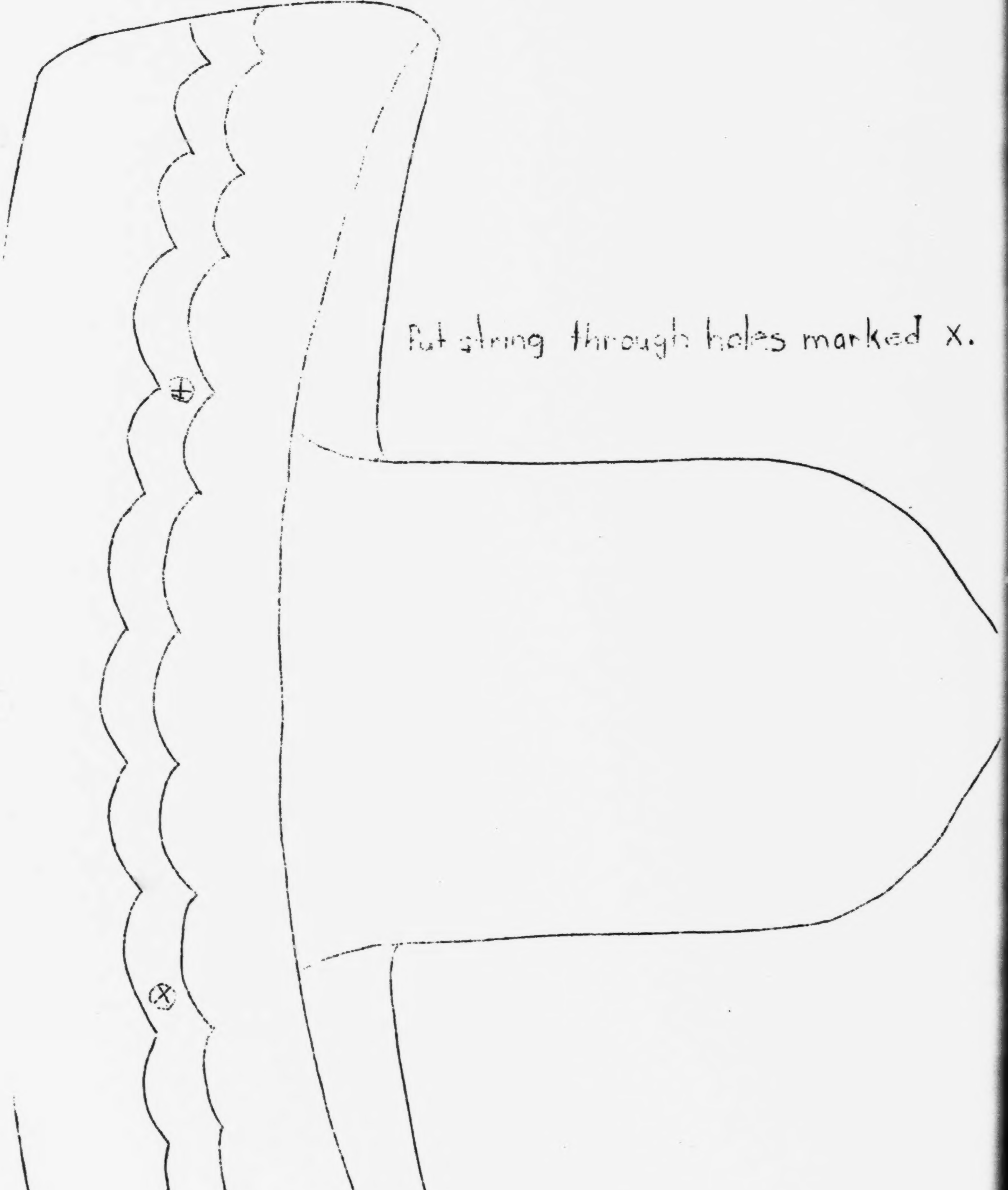
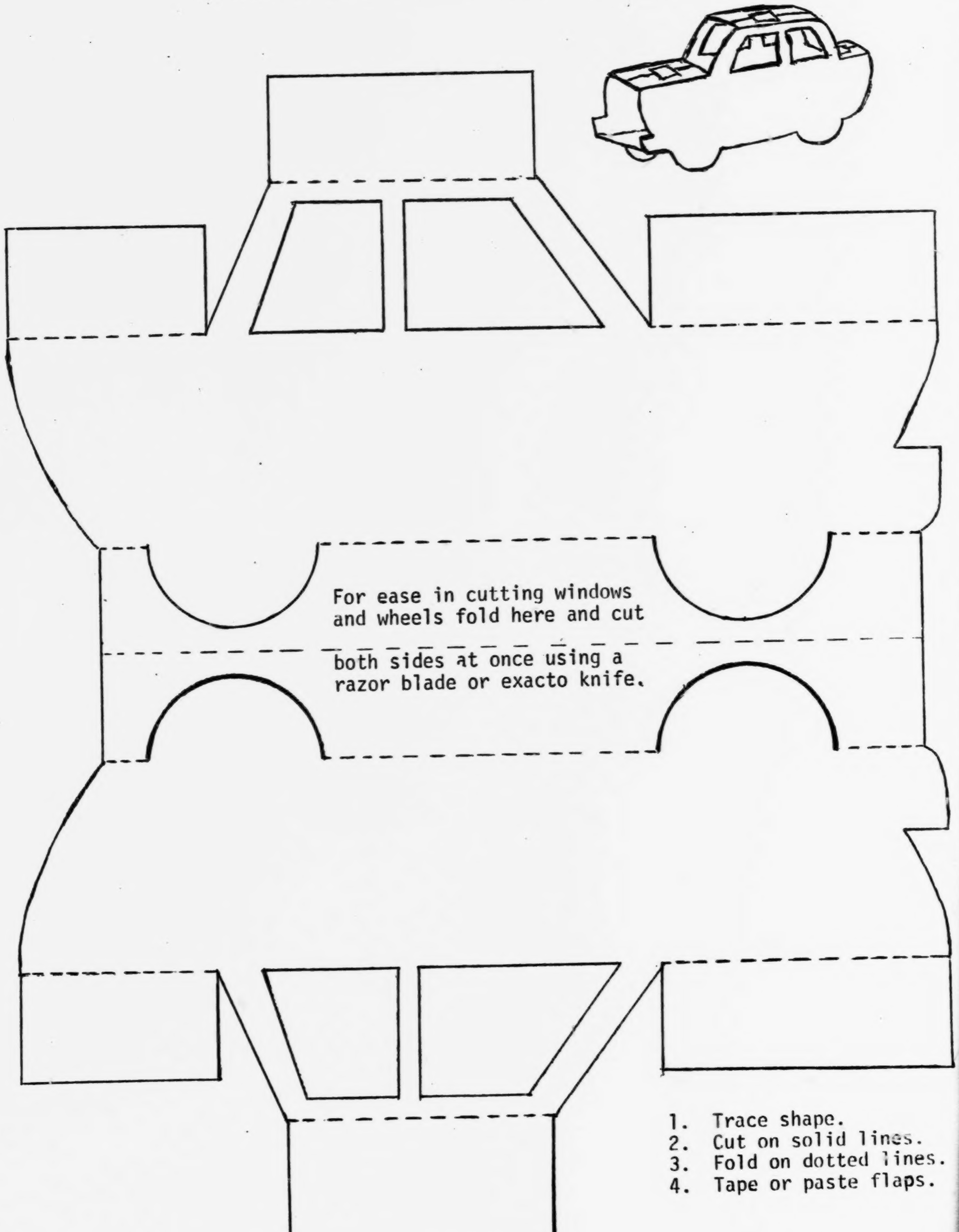
REQUIRED FOR ENGLISH CIRCLE 1



Put string through holes marked X.

REQUIRED FOR SPANISH CIRCLE 4

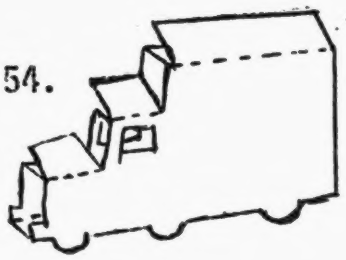
REQUIRED FOR SPANISH CIRCLES 8, 53
REQUIRED FOR ENGLISH CIRCLES 8, 9, 10, 11, 54



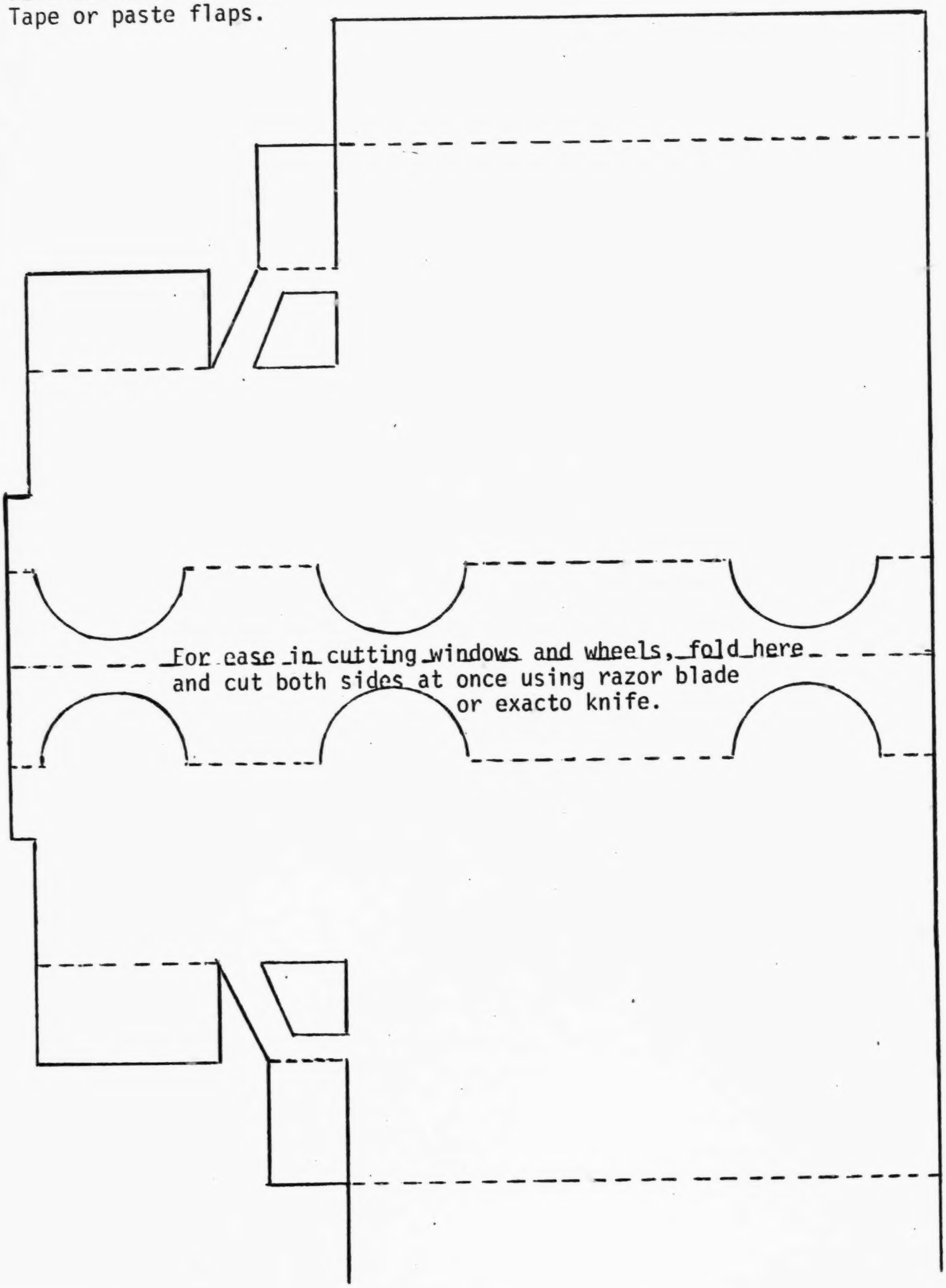
For ease in cutting windows and wheels fold here and cut both sides at once using a razor blade or exacto knife.

1. Trace shape.
2. Cut on solid lines.
3. Fold on dotted lines.
4. Tape or paste flaps.

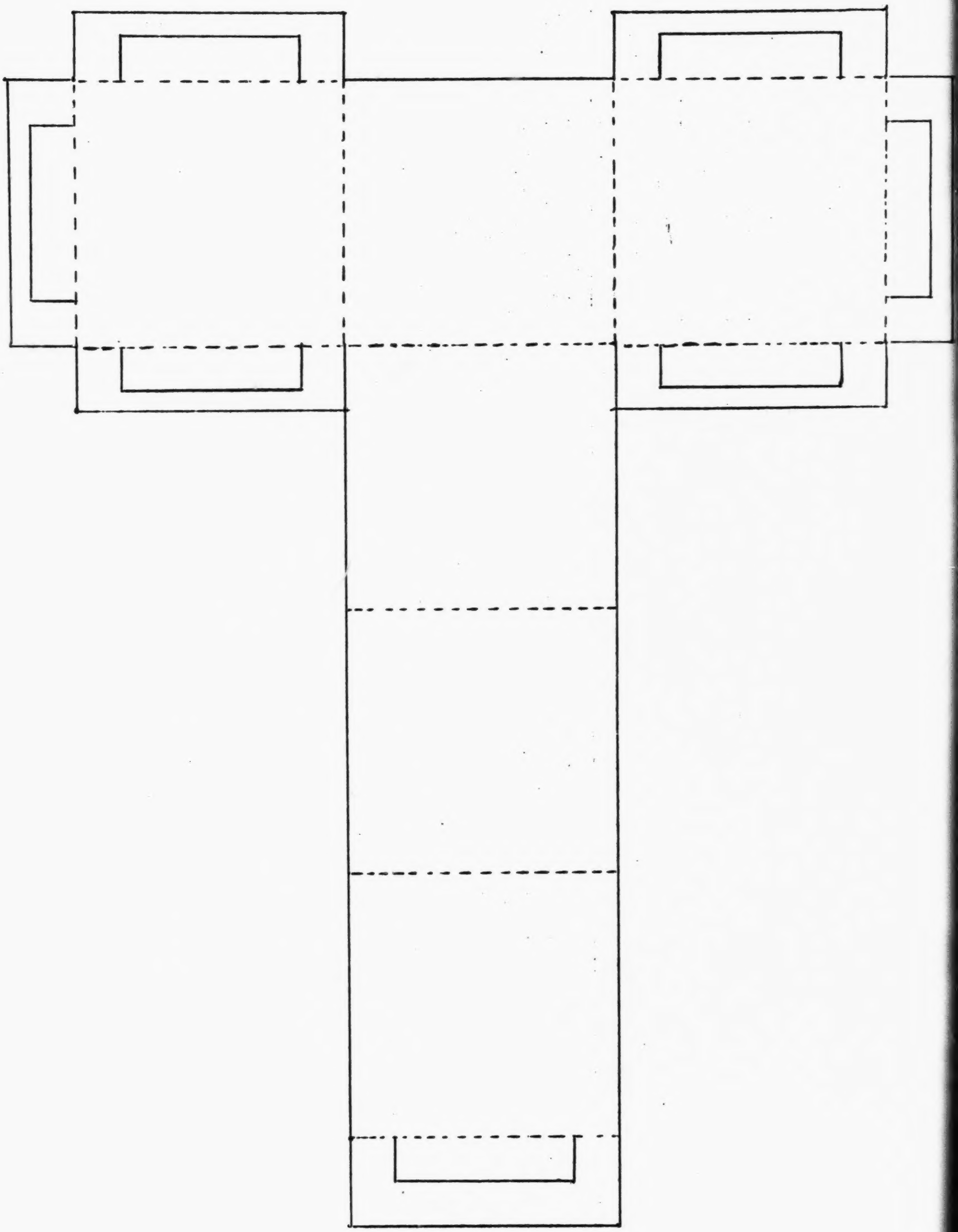
REQUIRED FOR SPANISH CIRCLE 8, 52, 53.
REQUIRED FOR ENGLISH CIRCLE 8, 9, 10, 11, 54.



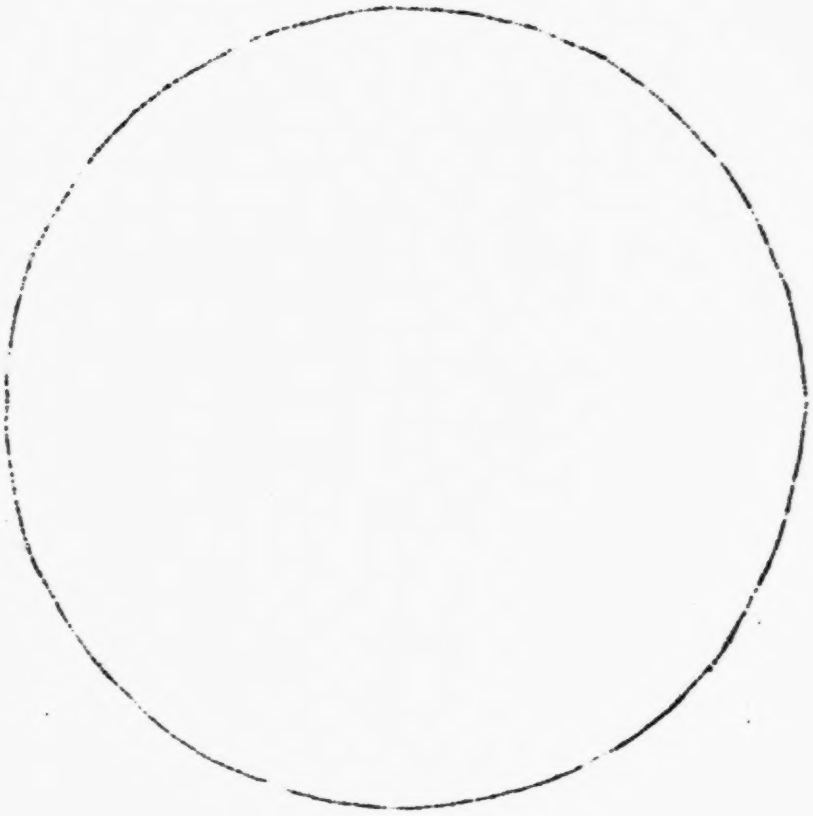
1. Trace shape.
2. Cut on solid lines.
3. Fold on dotted lines.
4. Tape or paste flaps.

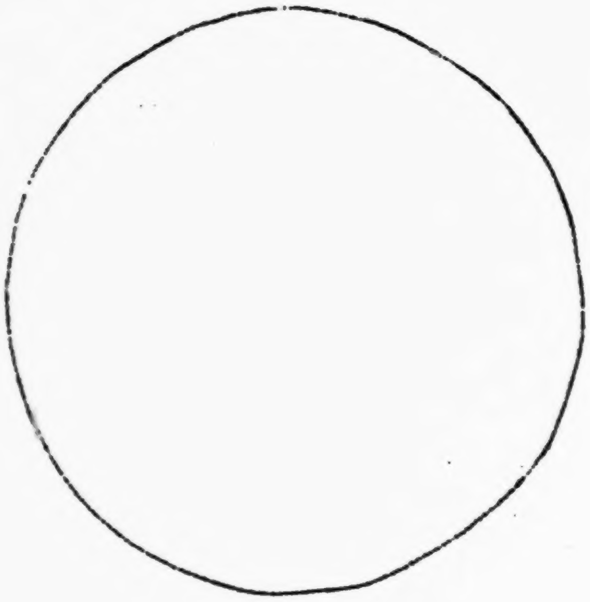


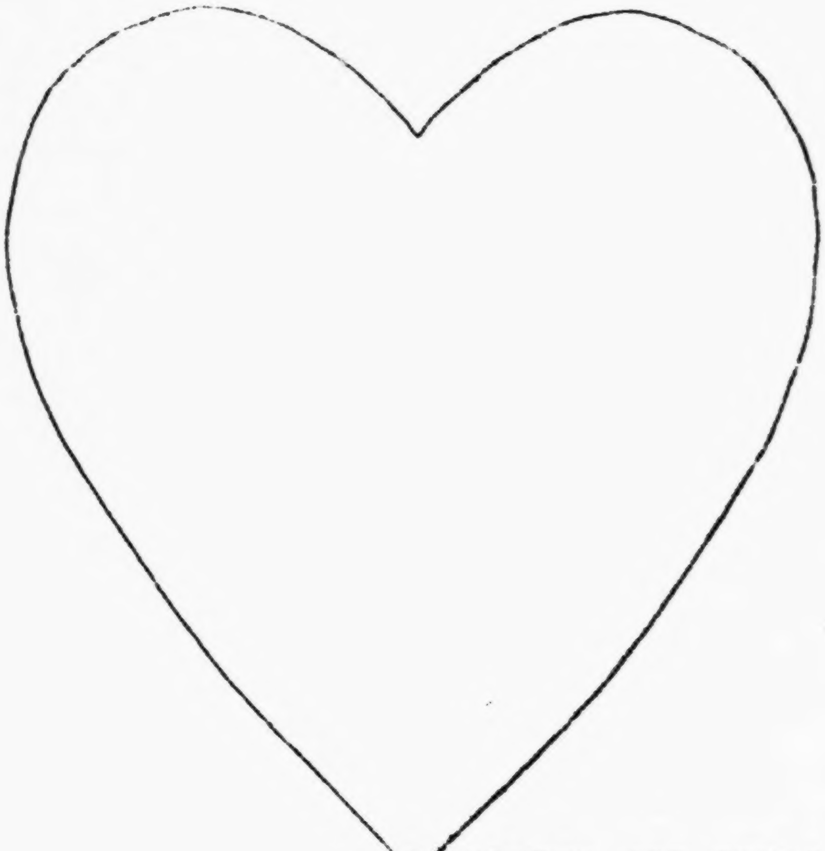
For ease in cutting windows and wheels, fold here and cut both sides at once using razor blade or exacto knife.

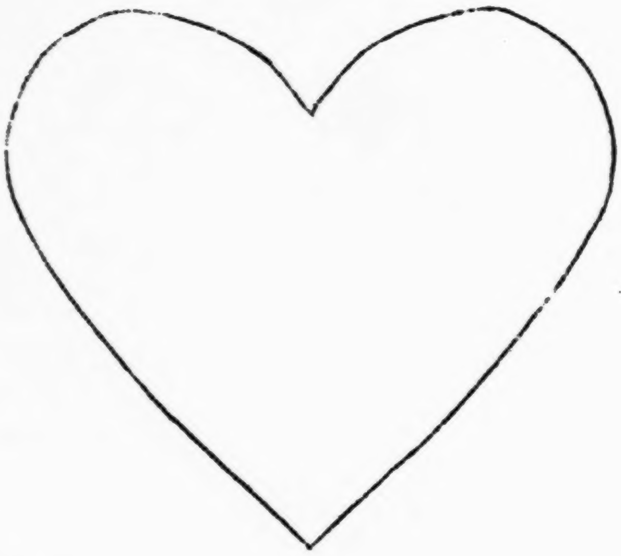


REQUIRED FOR ENGLISH CIRCLES 8, 9, 10, 11
REQUIRED FOR SPANISH CIRCLE 47

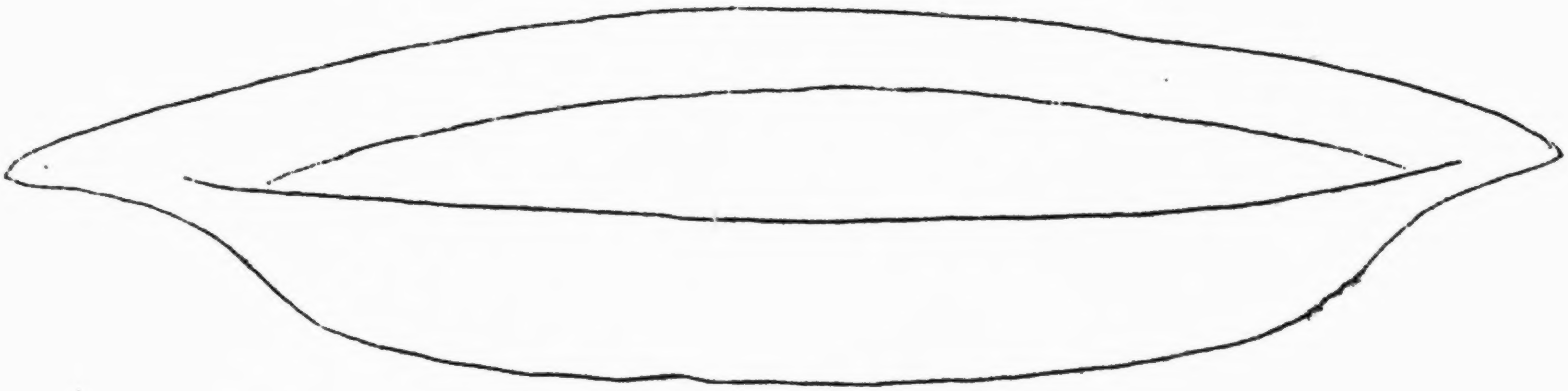


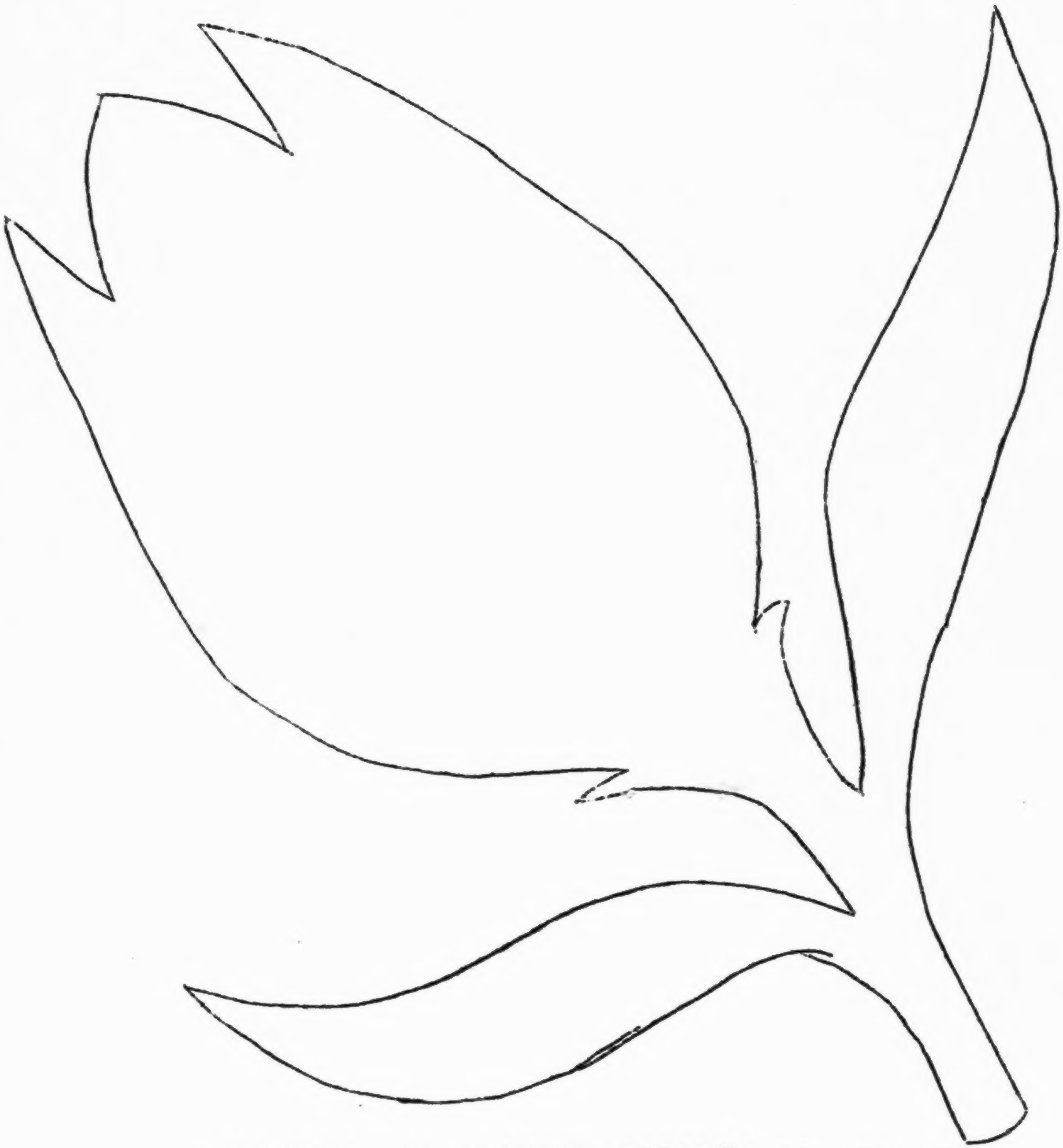




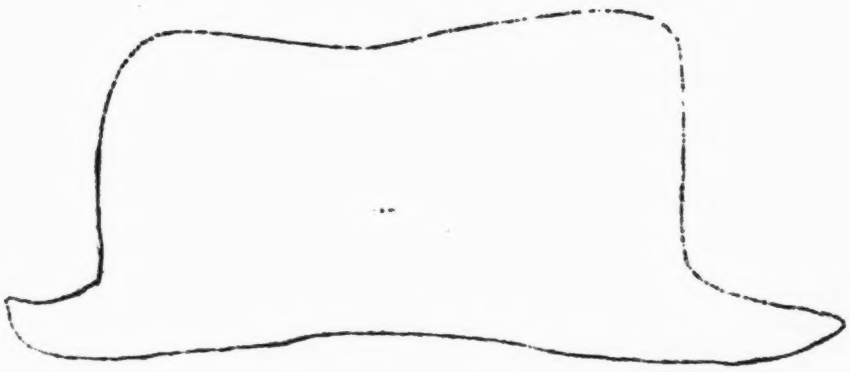


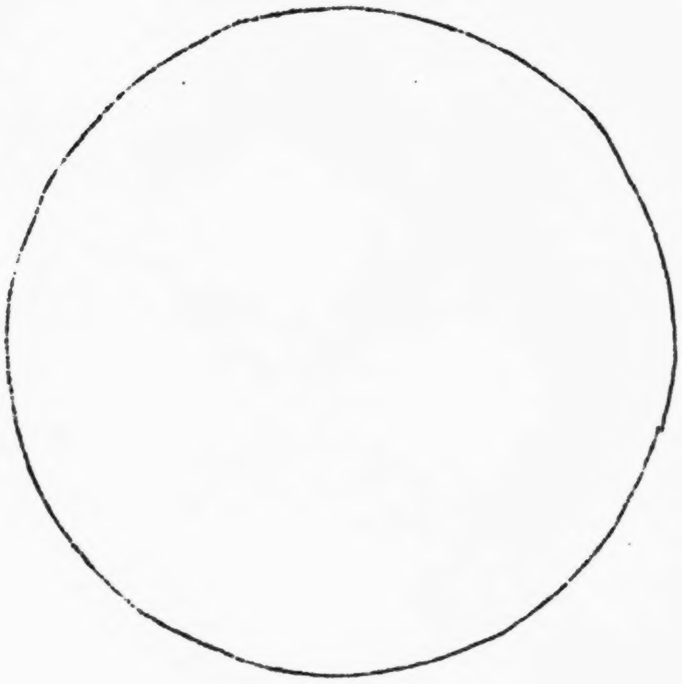
SUGGESTED FOR ENGLISH CIRCLES 12, 44

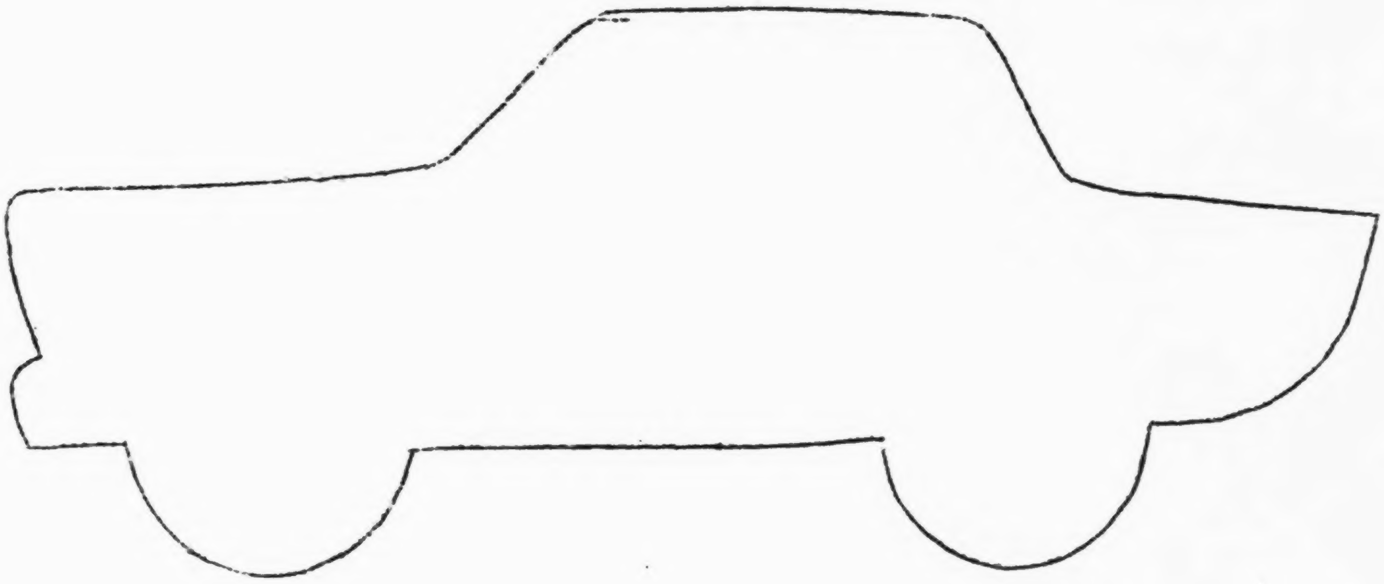


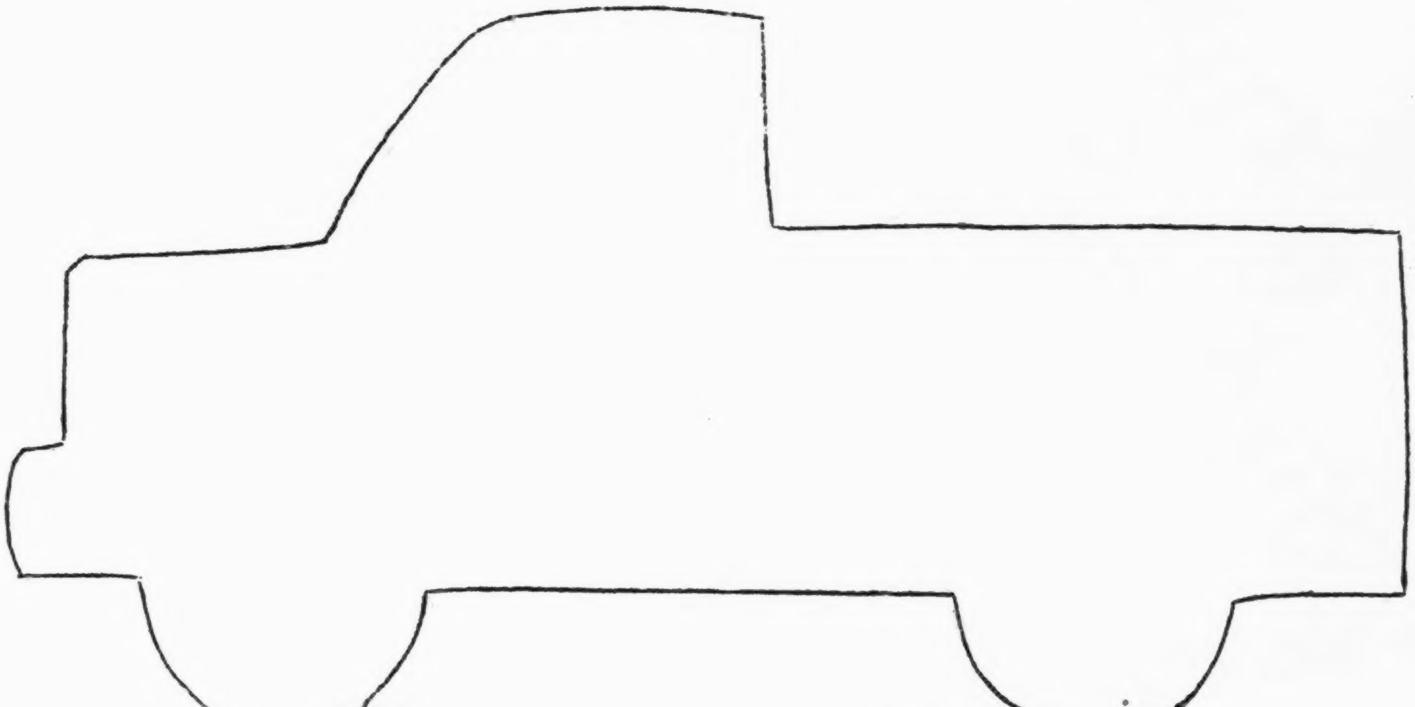


REQUIRED FOR SPANISH CIRCLES 11, 13, 36
SUGGESTED FOR ENGLISH CIRCLE 12

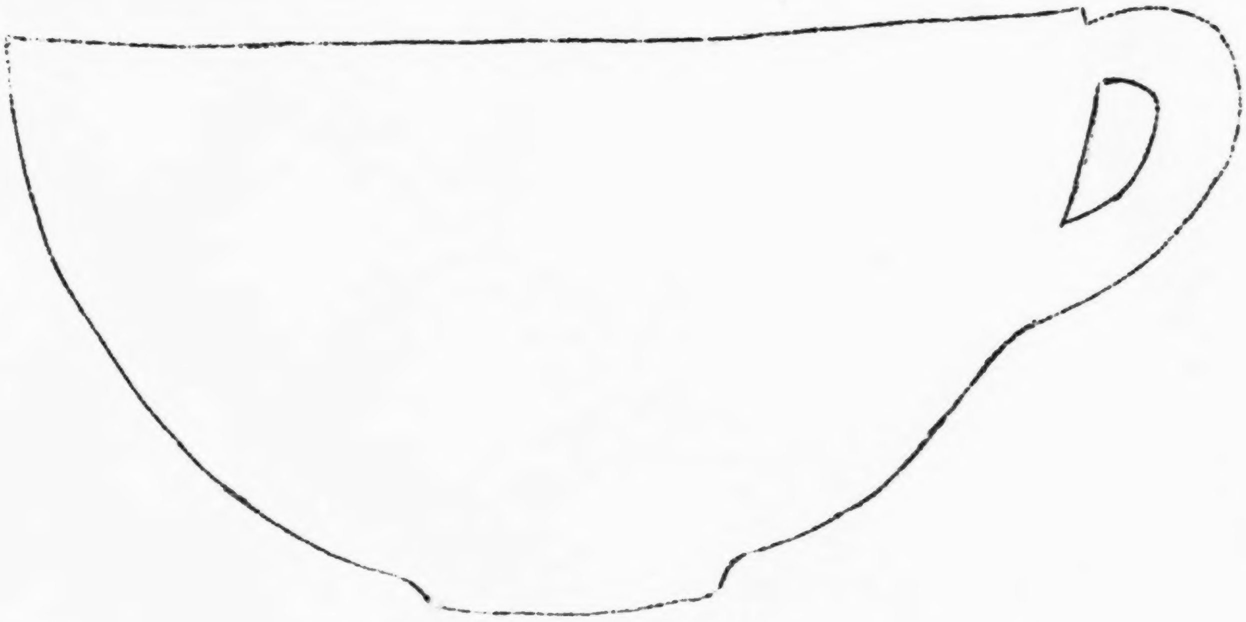


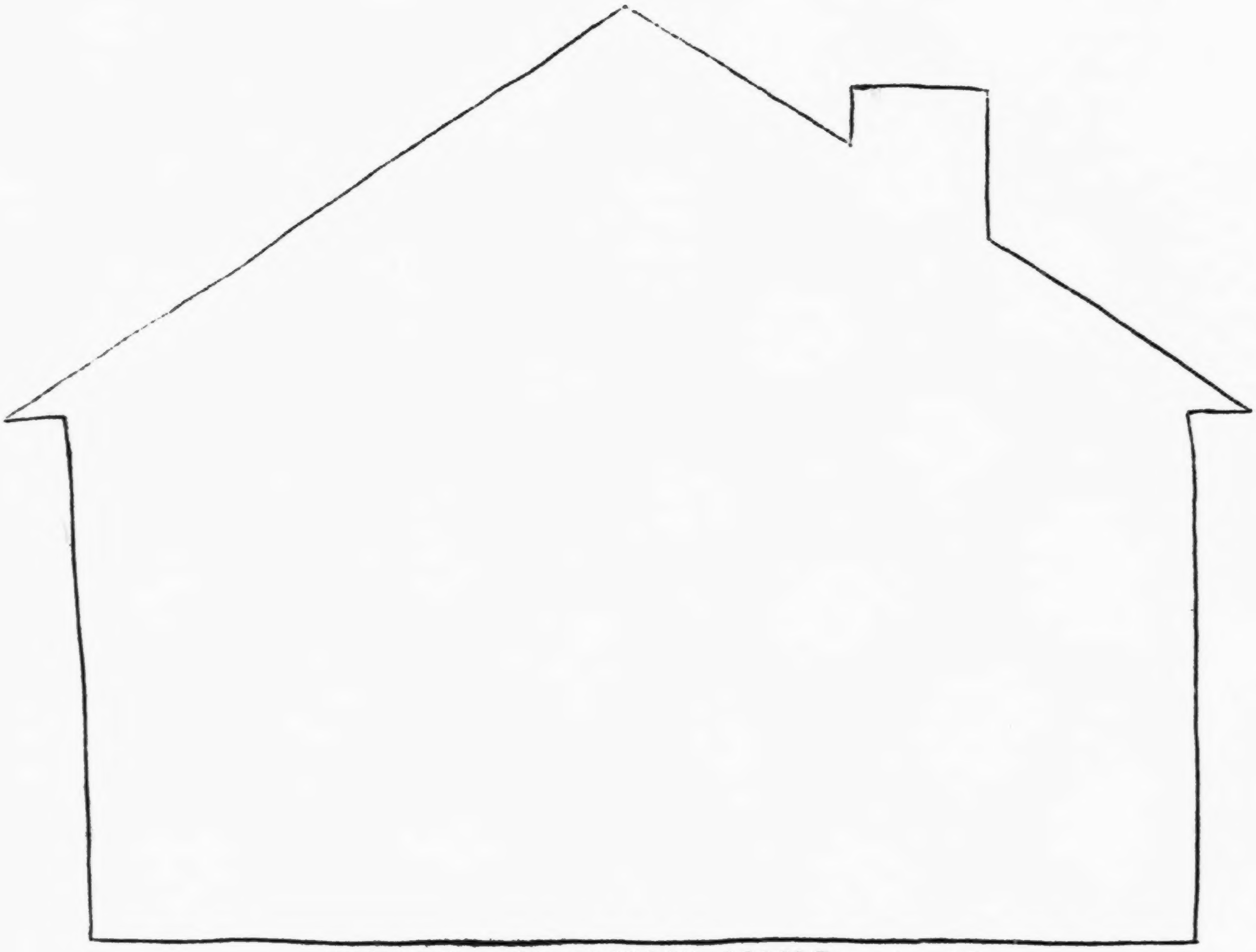




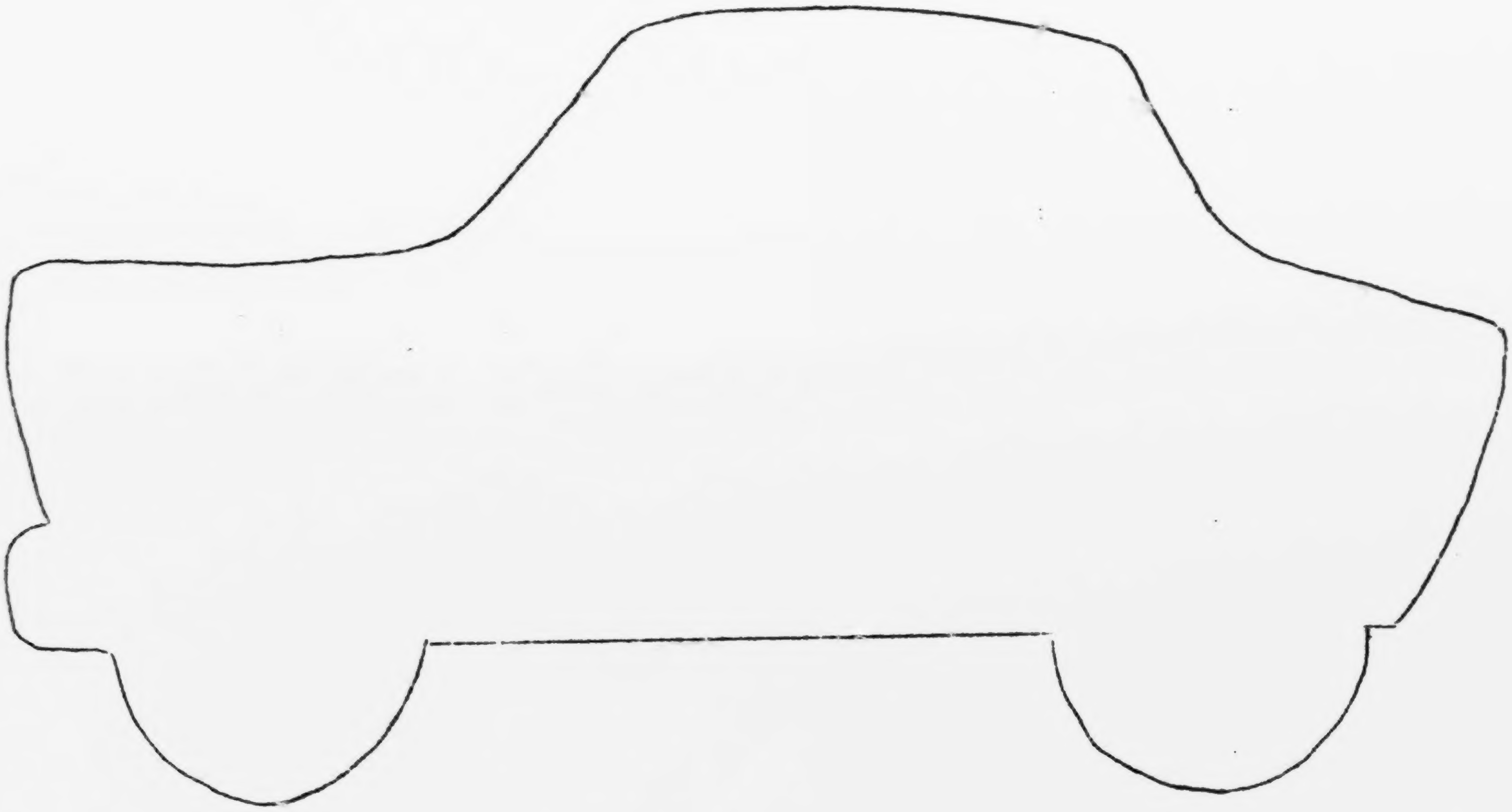


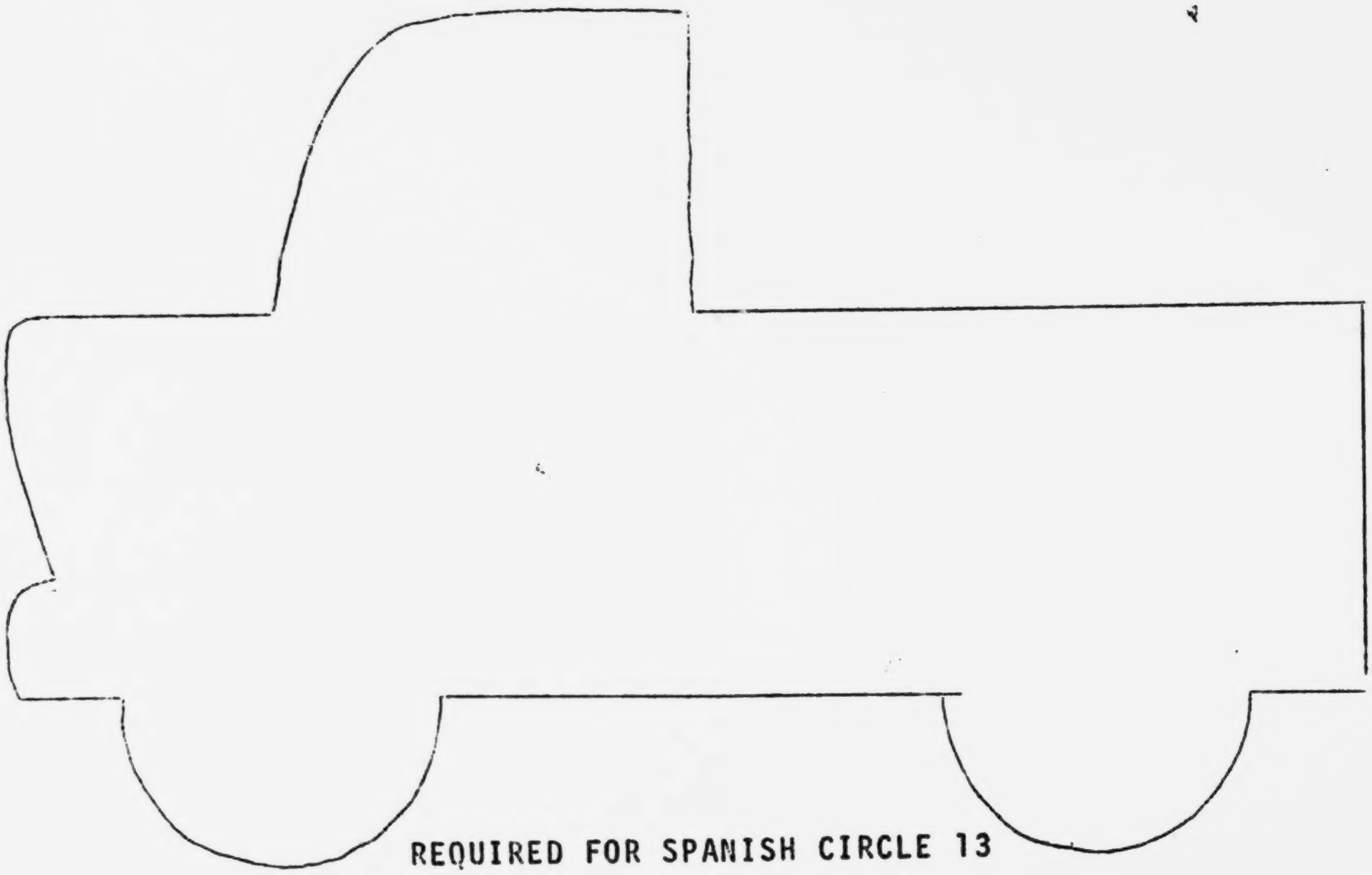
REQUIRED FOR SPANISH CIRCLES 11, 13, 56



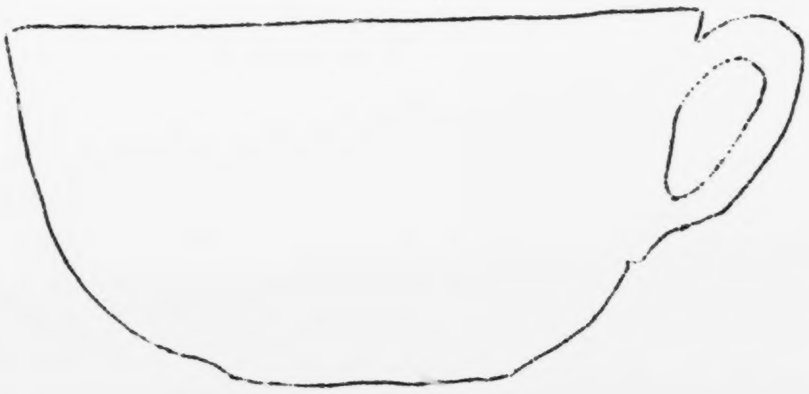


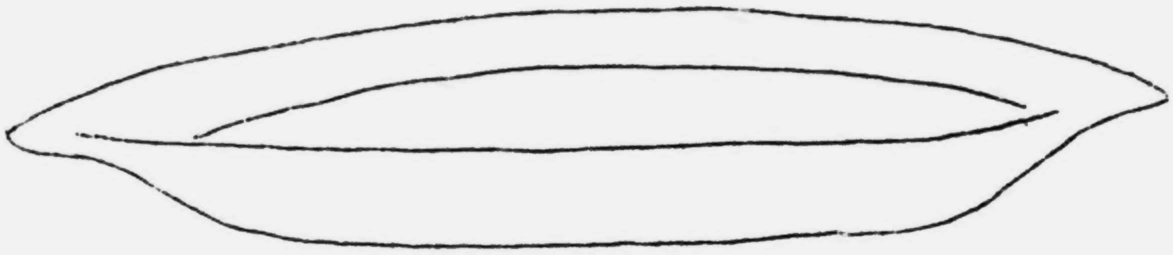
REQUIRED FOR SPANISH CIRCLES 13, 20
SUGGESTED FOR SPANISH CIRCLE 44
REQUIRED FOR ENGLISH CIRCLES 34, 46, 47

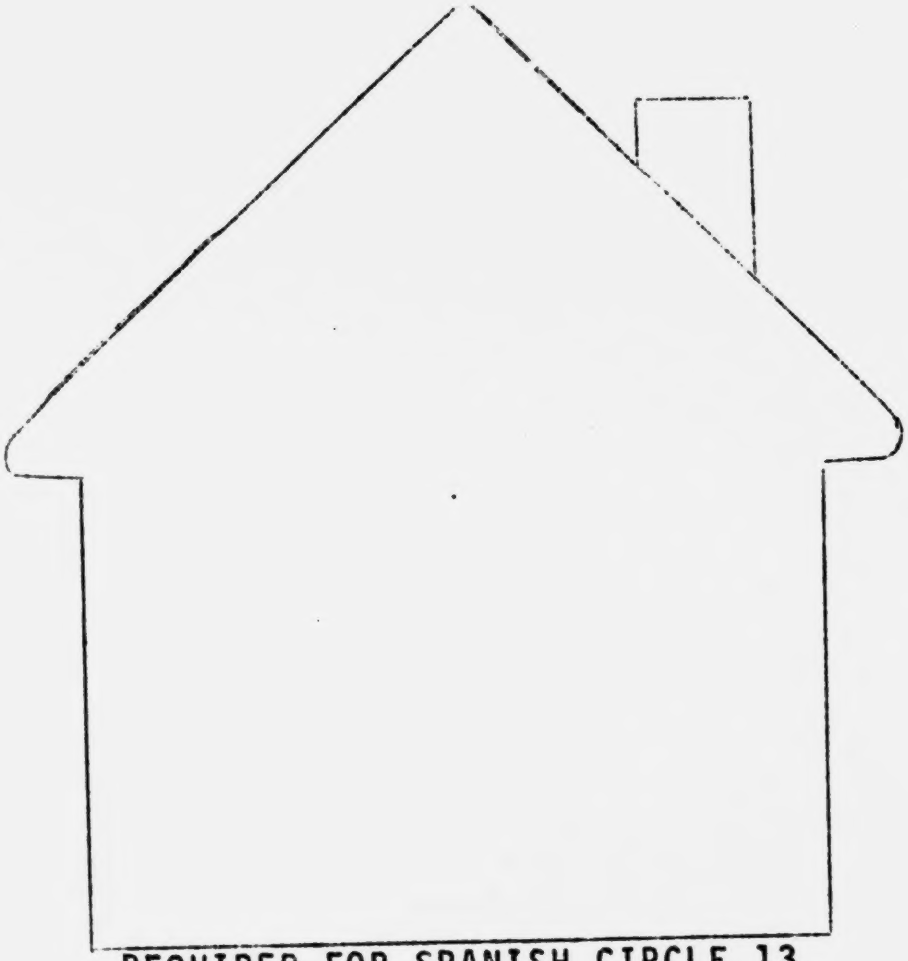




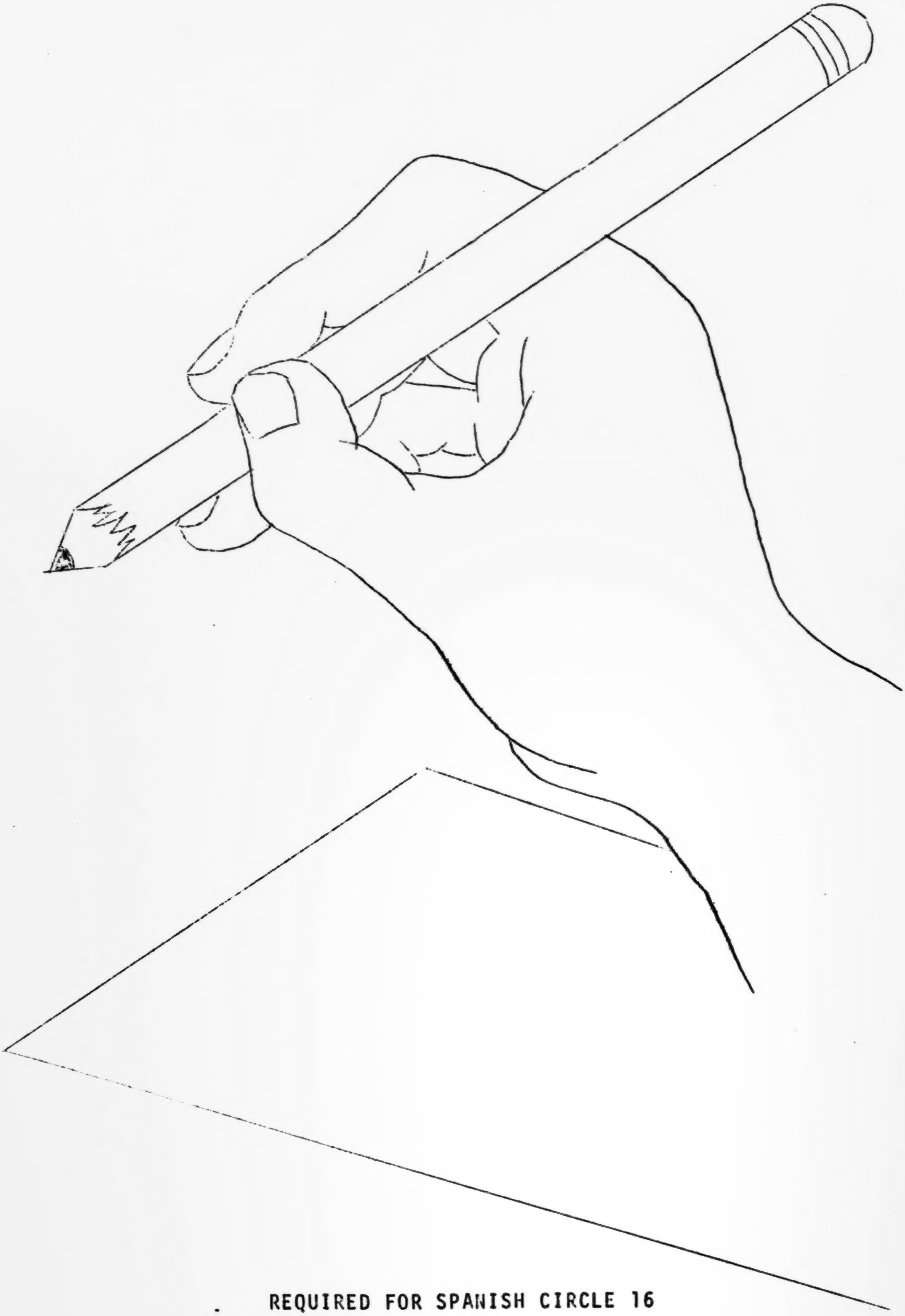
REQUIRED FOR SPANISH CIRCLE 13





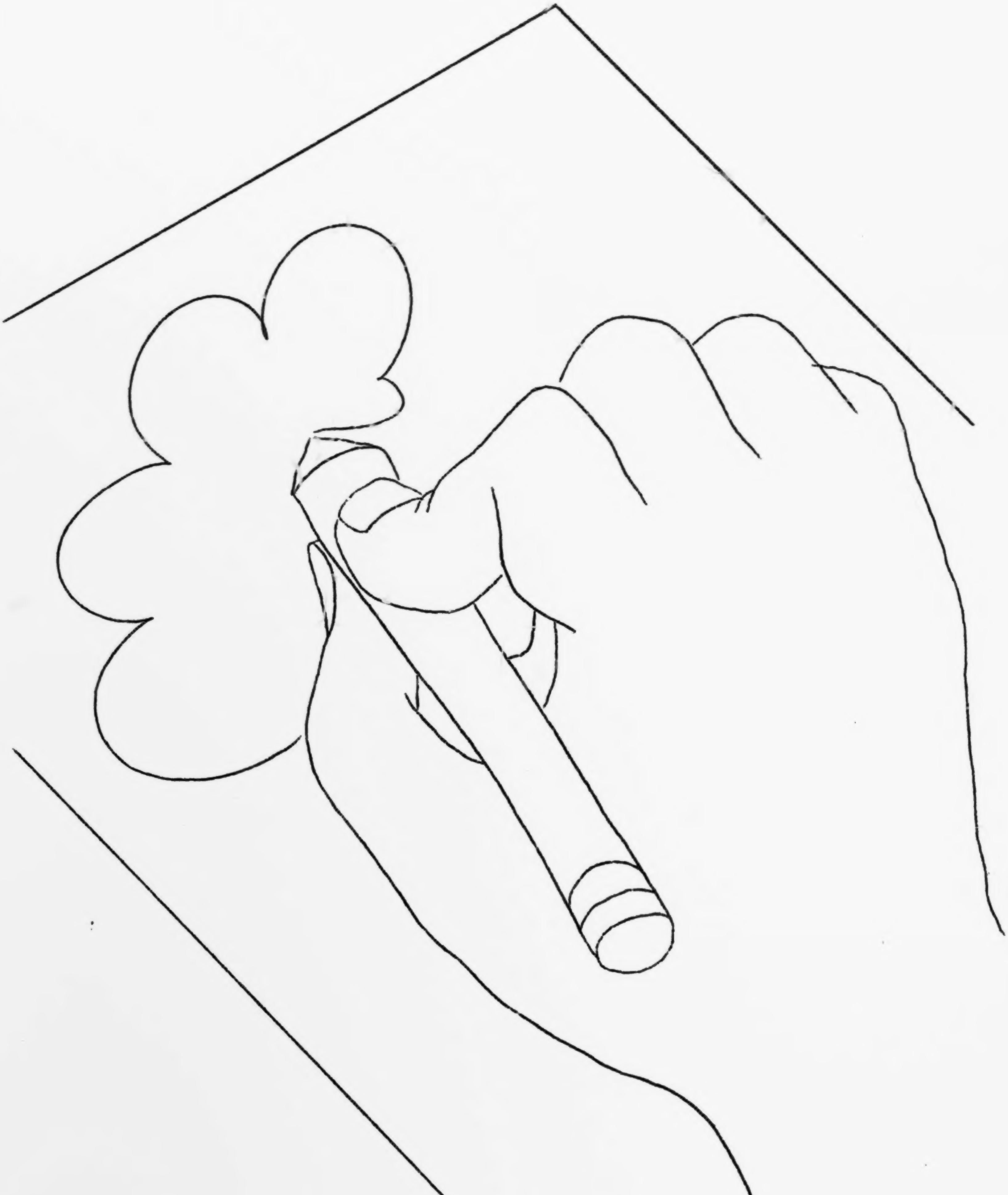


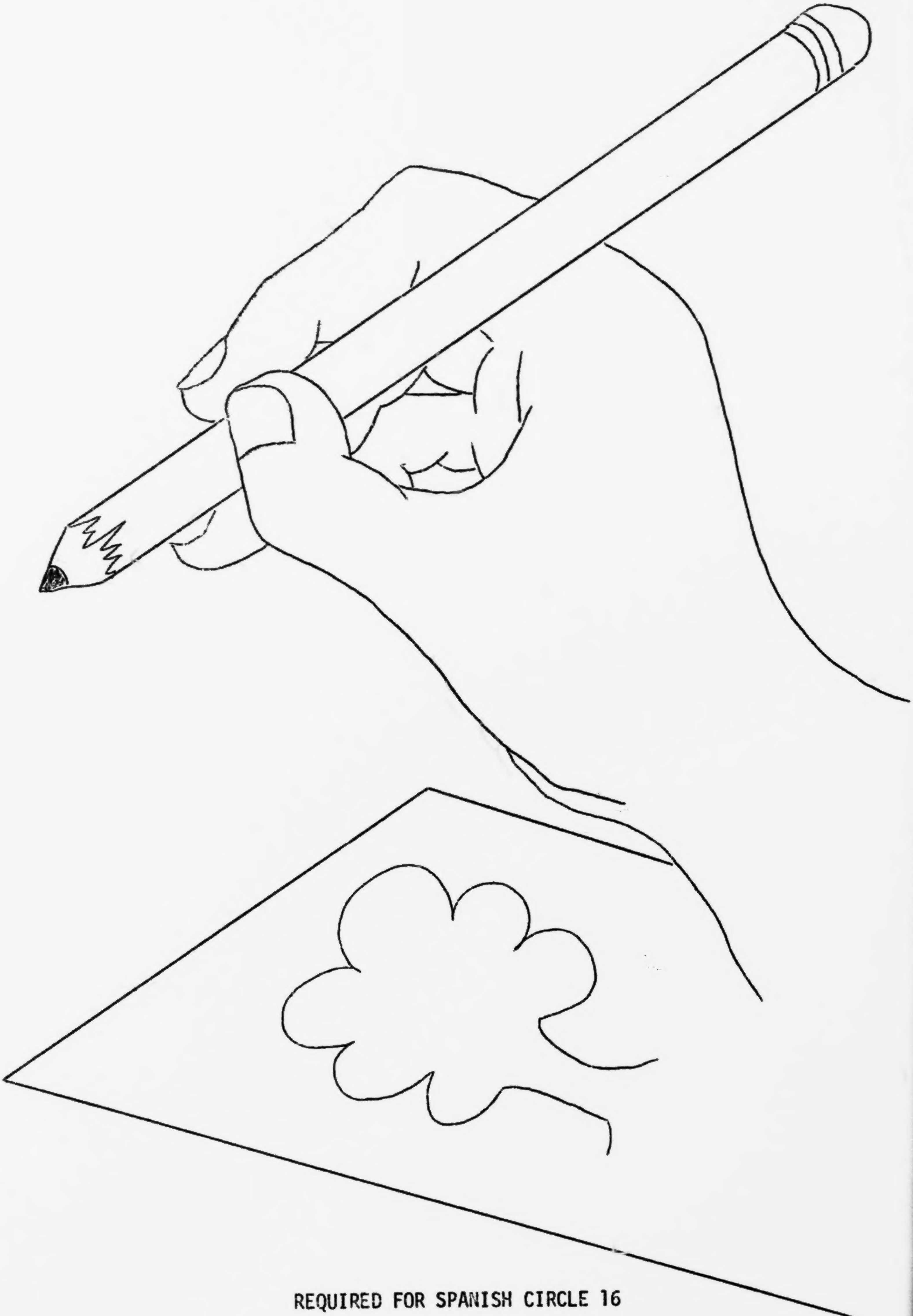
REQUIRED FOR SPANISH CIRCLE 13
SUGGESTED FOR SPANISH CIRCLE 45
REQUIRED FOR ENGLISH CIRCLE 35
SUGGESTED FOR ENGLISH CIRCLE 12



REQUIRED FOR SPANISH CIRCLE 16

REQUIRED FOR SPANISH CIRCLE 16





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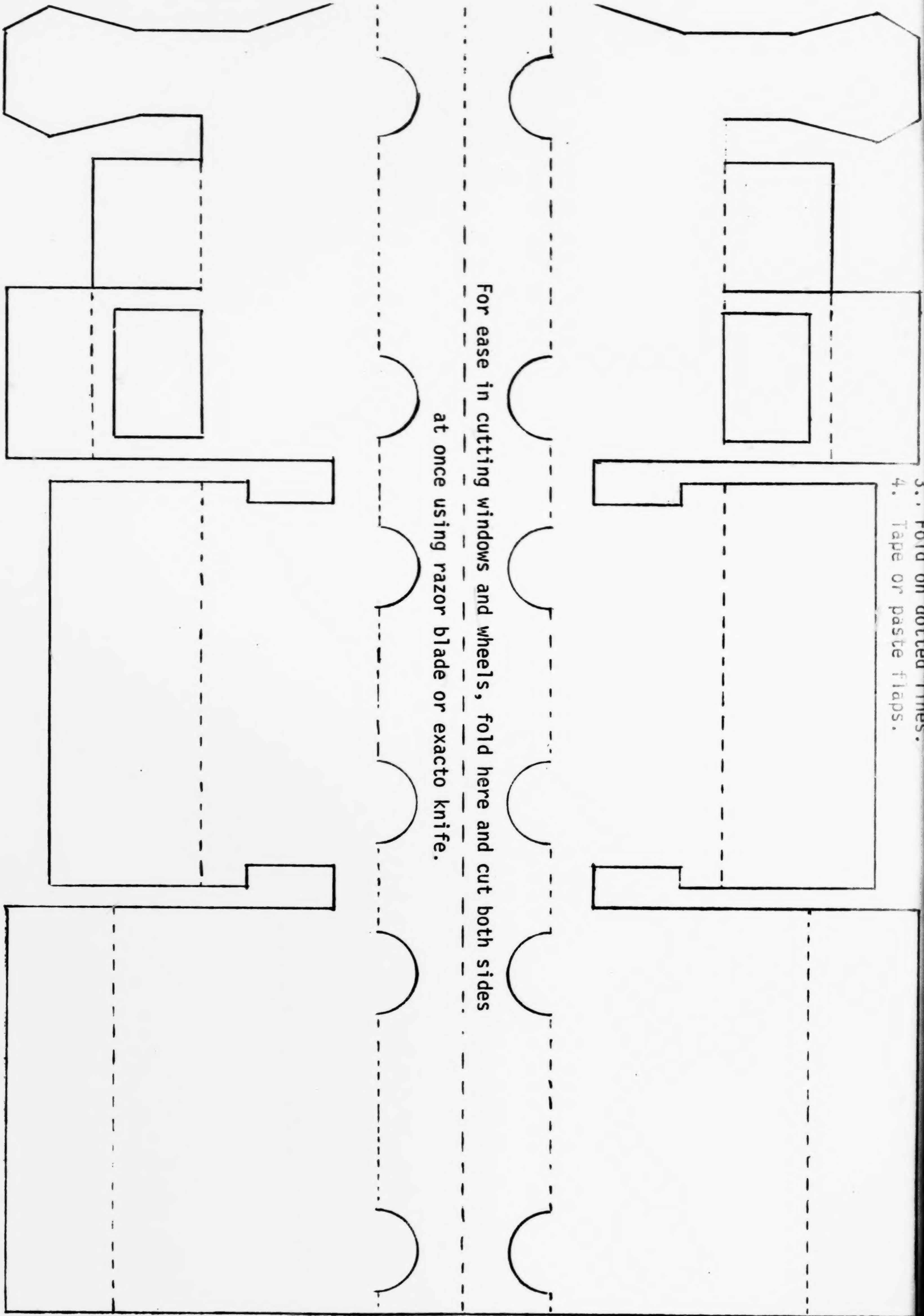
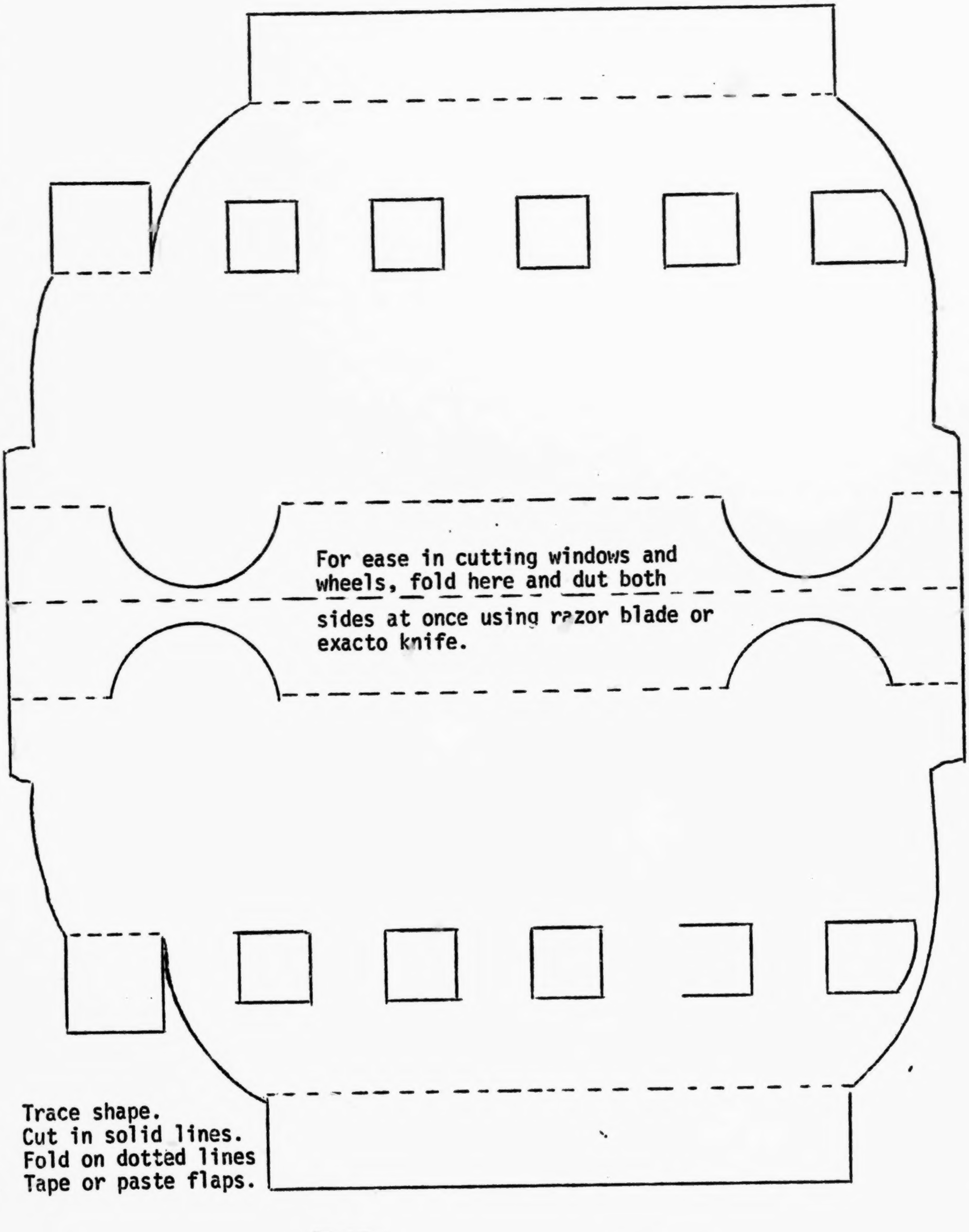


For ease in cutting windows and wheels, fold here and cut both sides at once using razor blade or exacto knife.

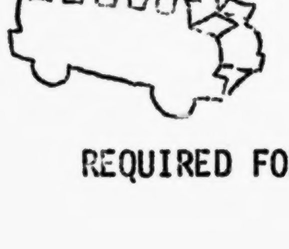
3. Fold on dotted lines.
4. Tape or paste flaps.

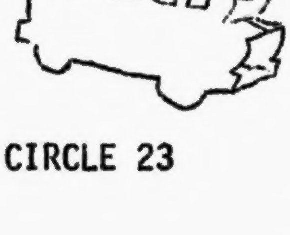
REQUIRED FOR SPANISH CIRCLE 23
REQUIRED FOR ENGLISH CIRCLE 44



For ease in cutting windows and wheels, fold here and dut both sides at once using razor blade or exacto knife.

- Trace shape.
- Cut in solid lines.
- Fold on dotted lines
- Tape or paste flaps.





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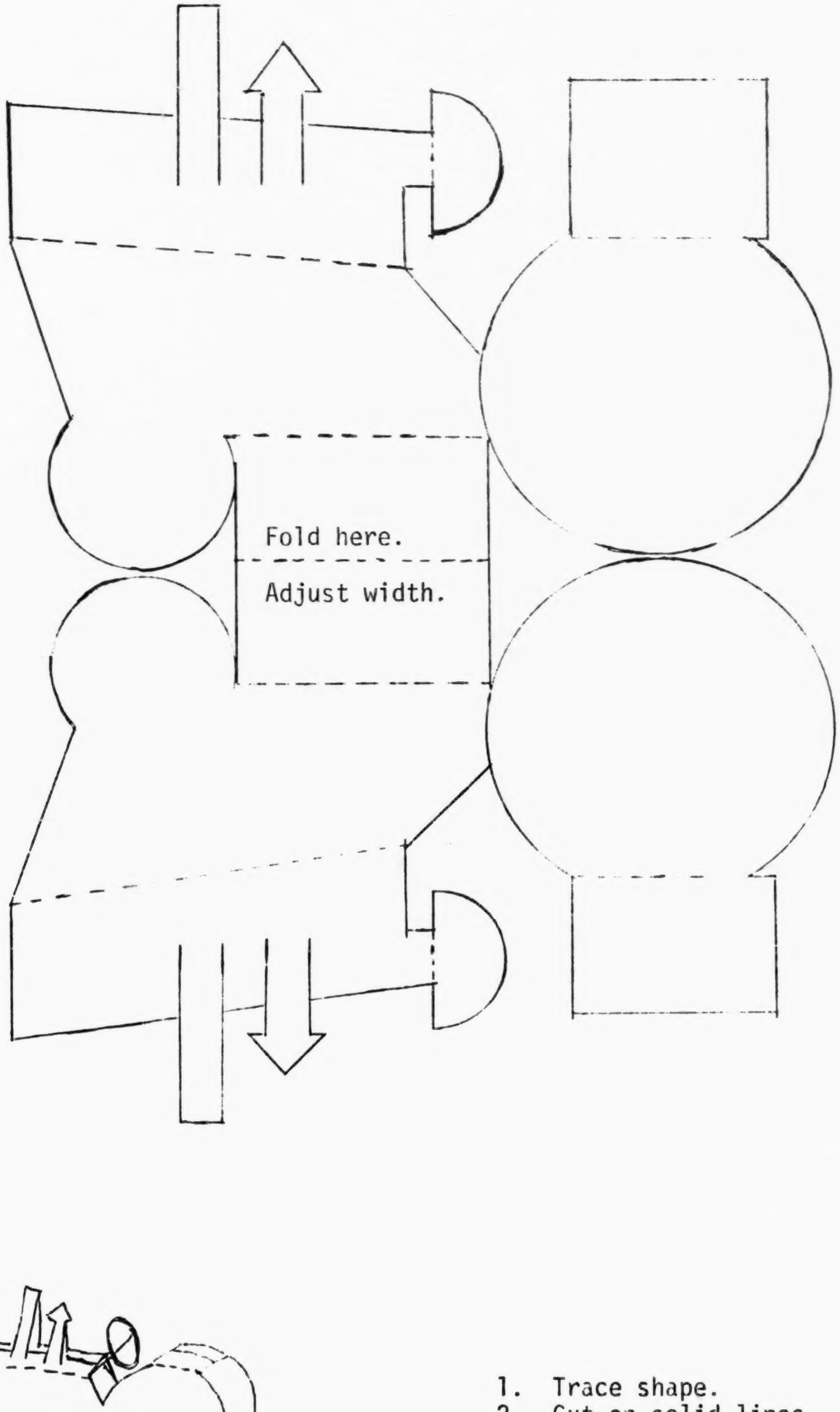
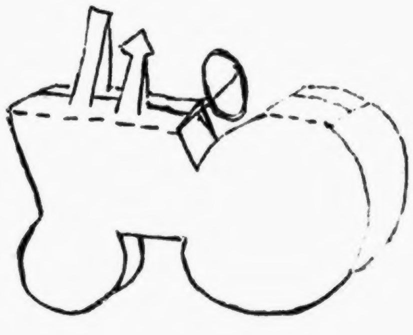
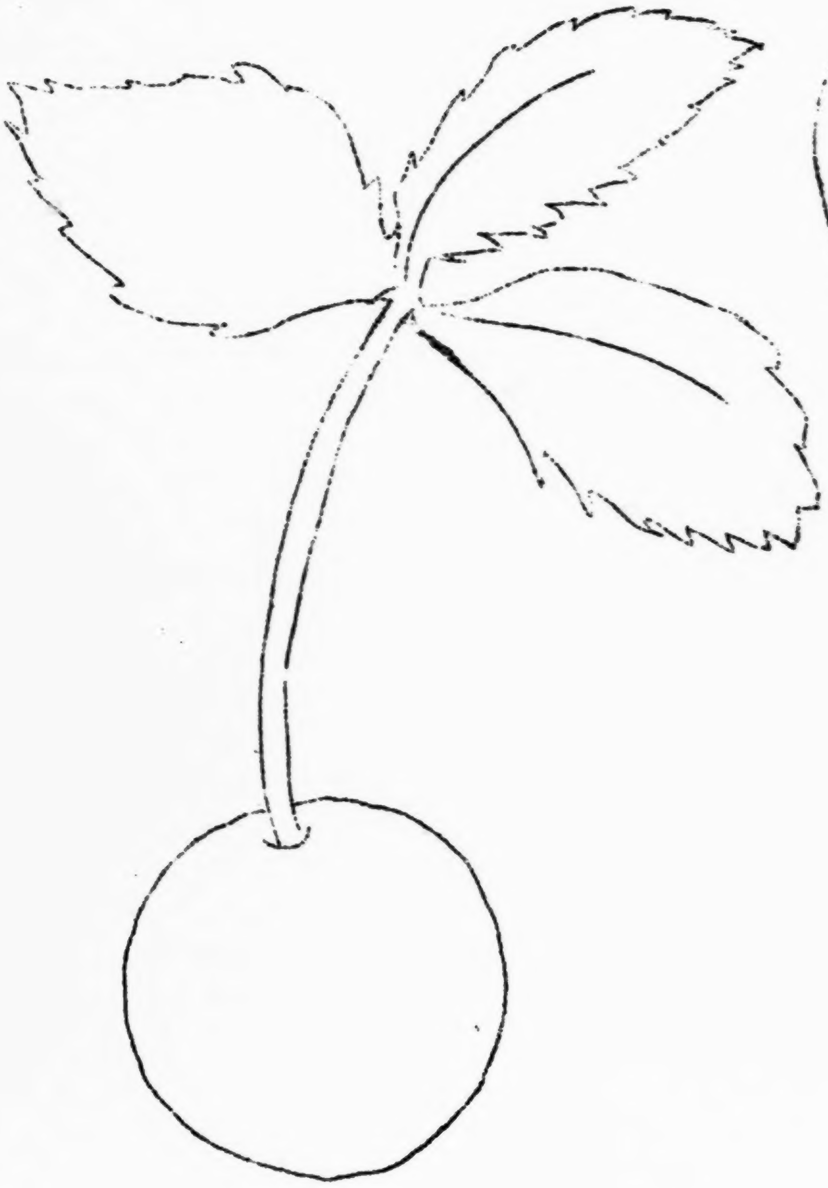
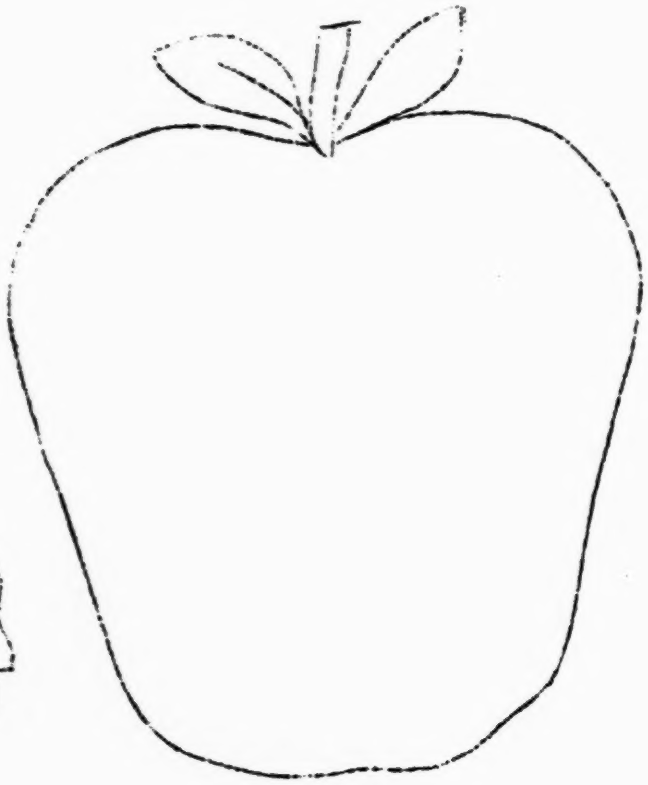

Fold here.
Adjust width.

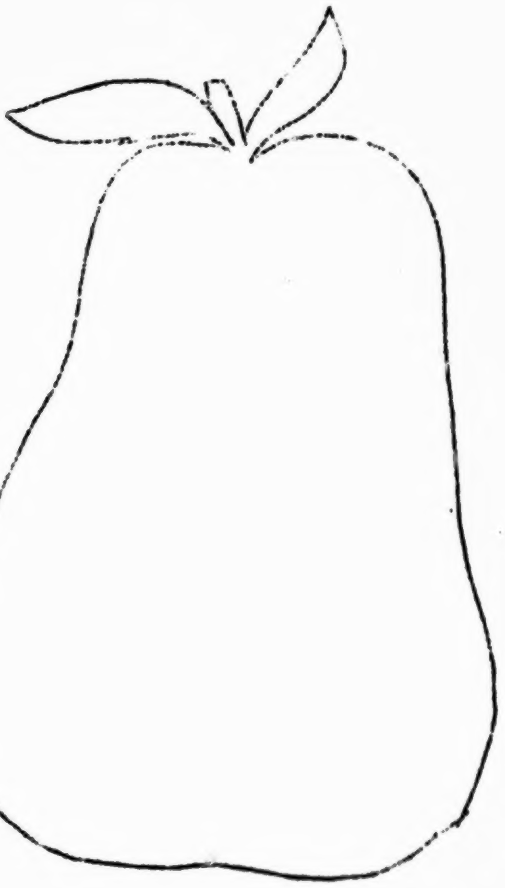


1. Trace shape.
2. Cut on solid lines.
3. Fold on dotted lines.
4. Tape or paste flaps.

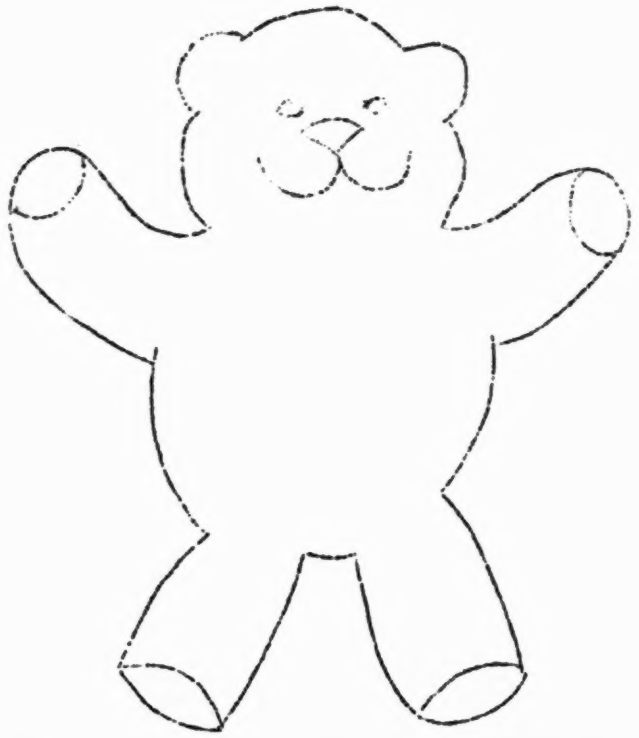
REQUIRED FOR SPANISH CIRCLE 24

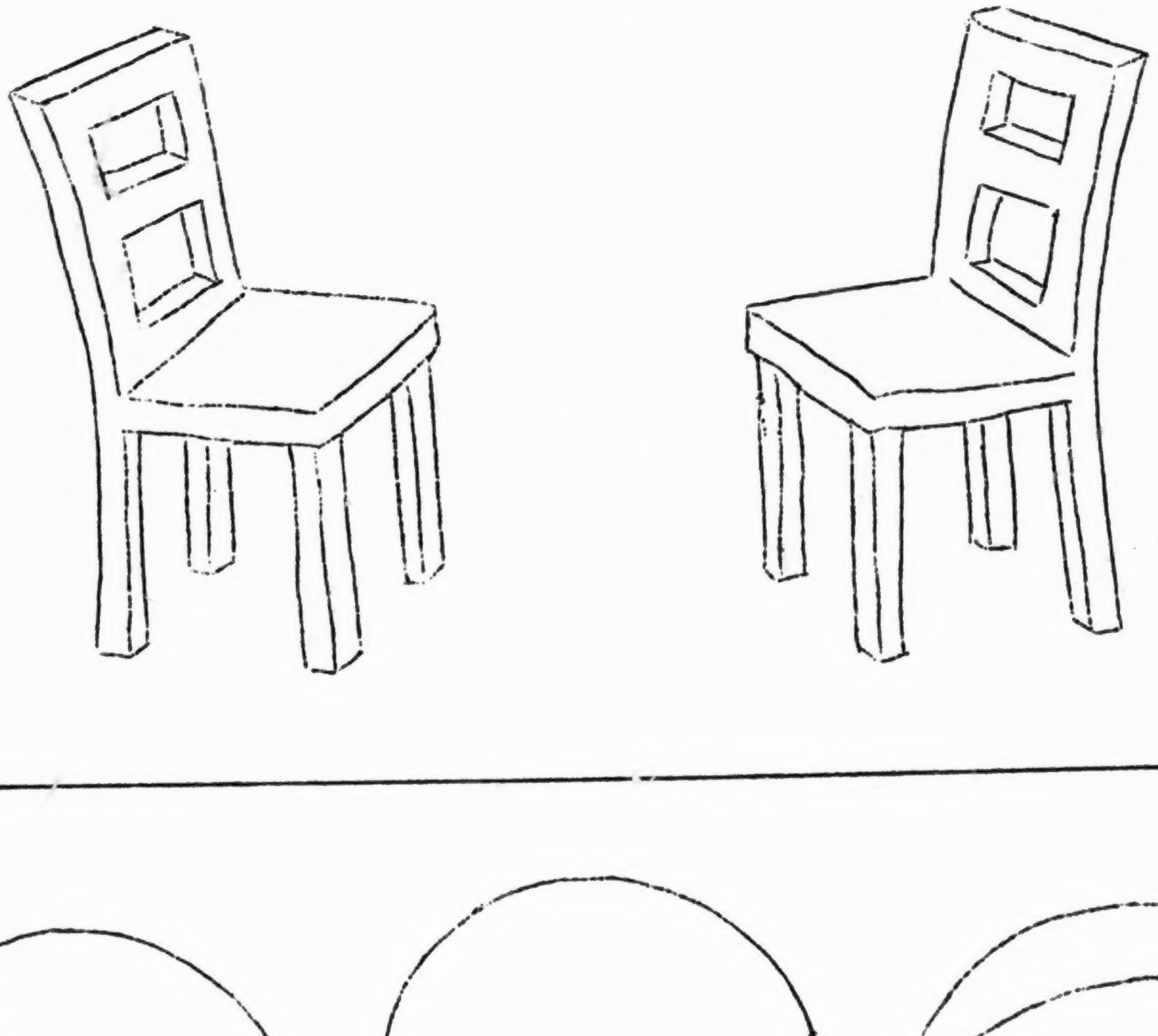


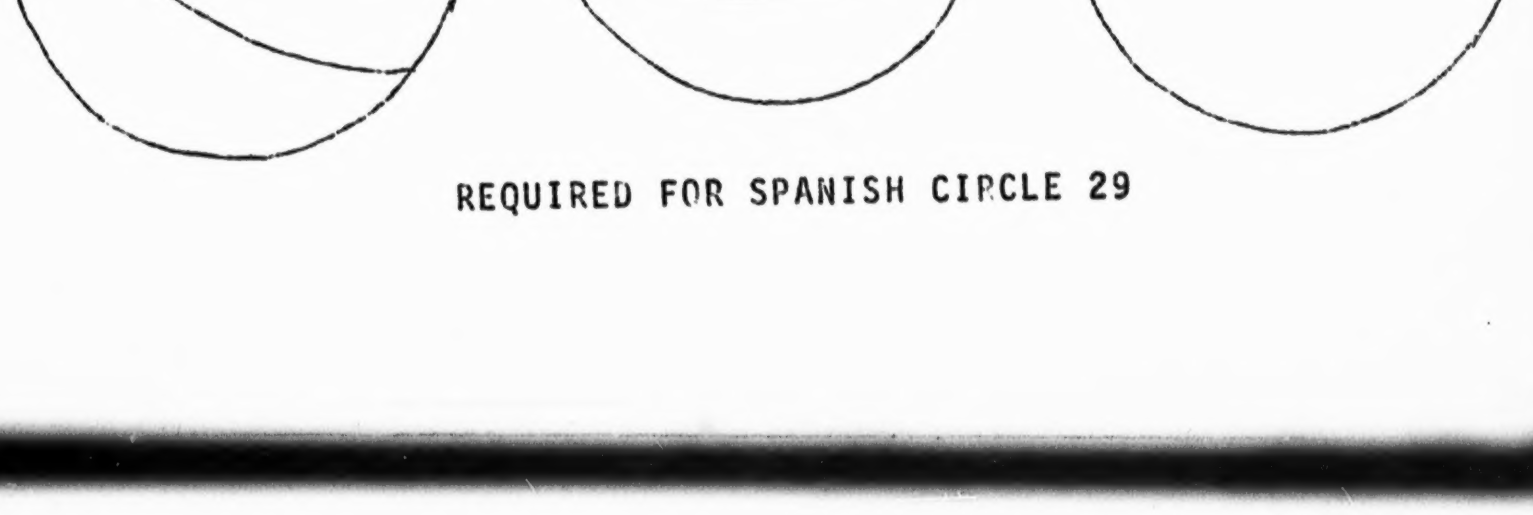




REQUIRED FOR SPANISH CIRCLE 27, 32







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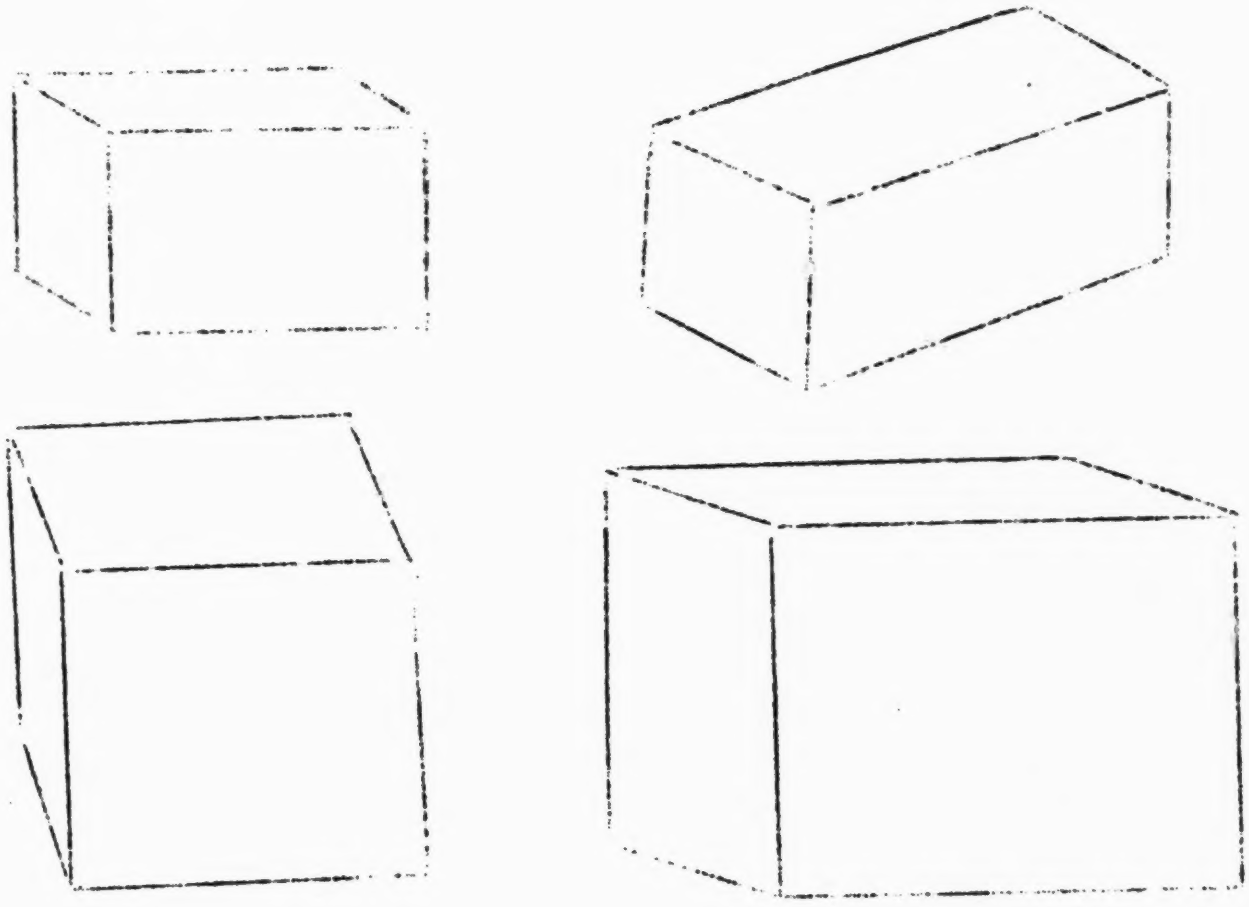

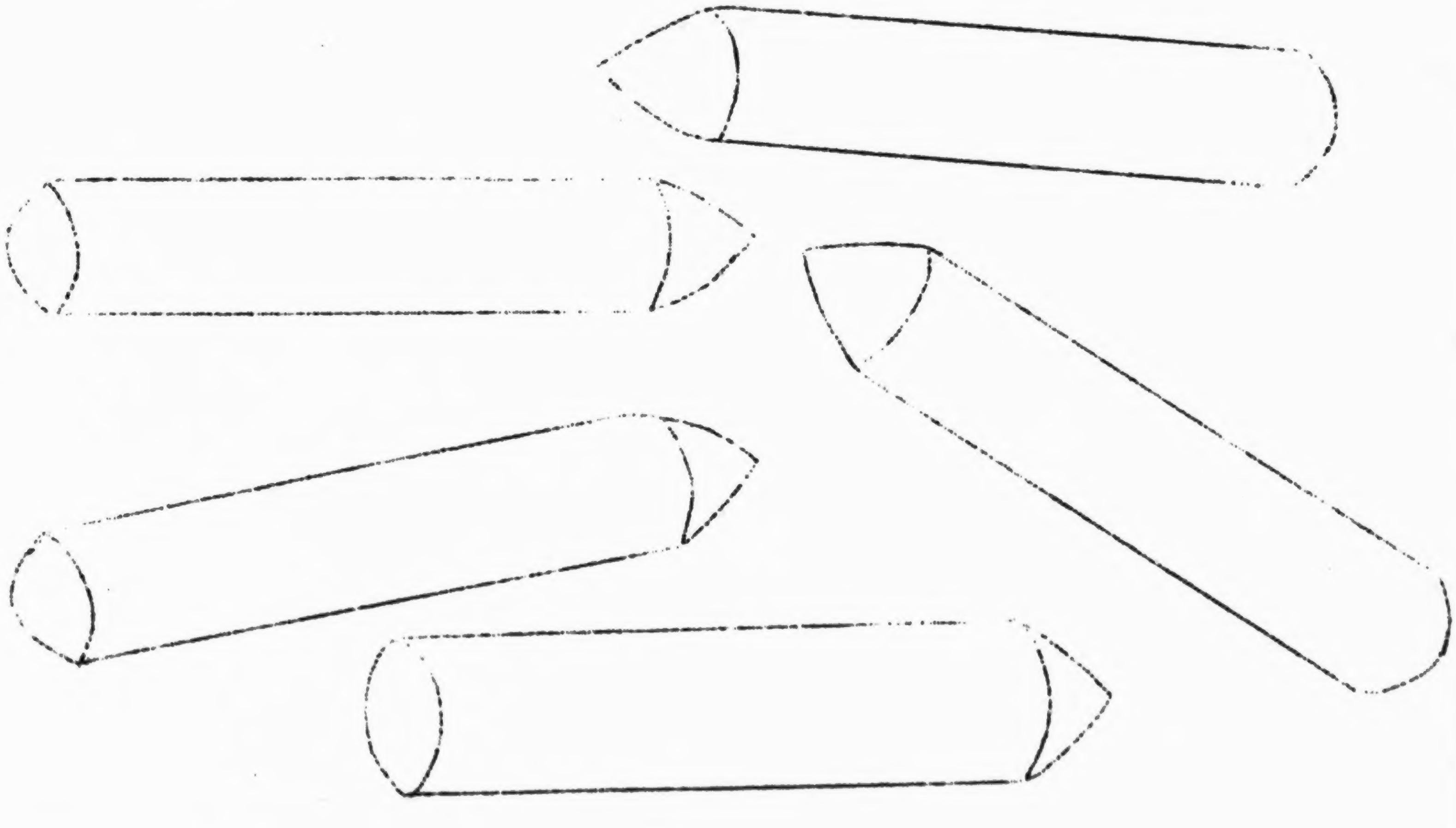

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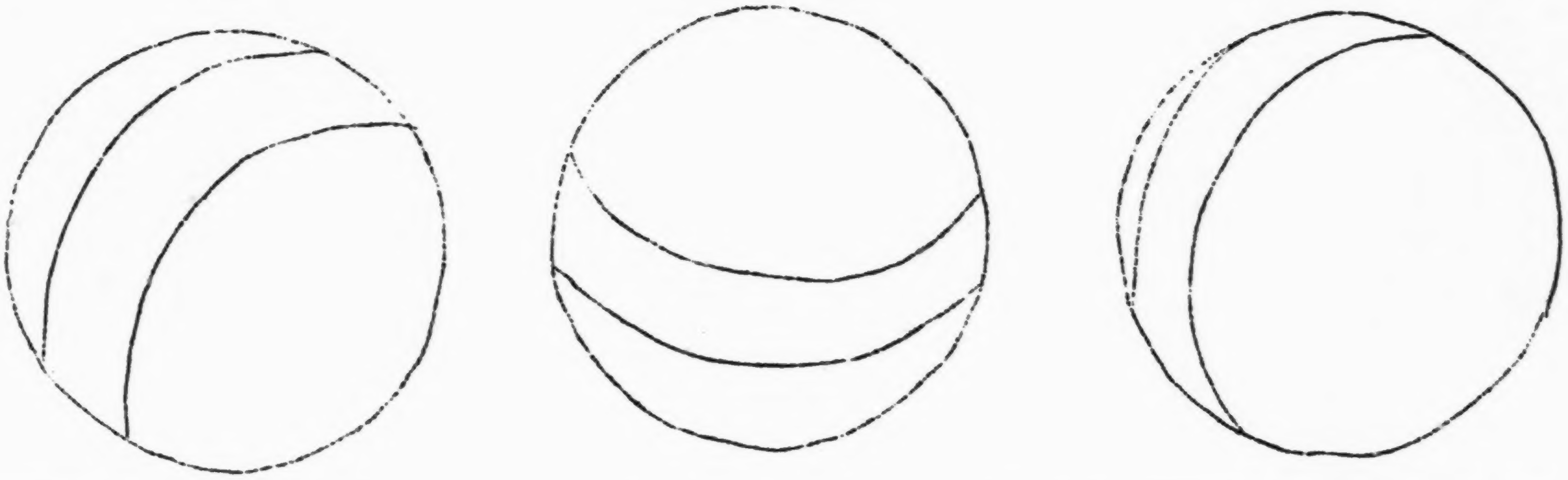

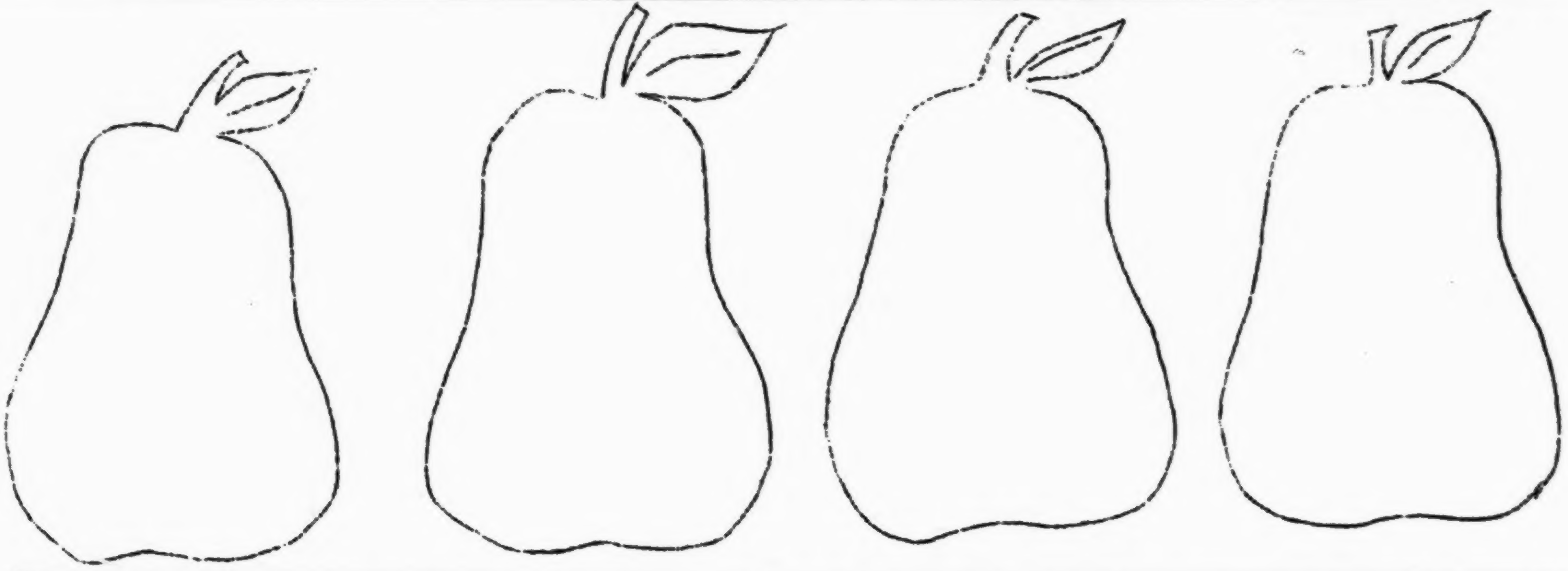

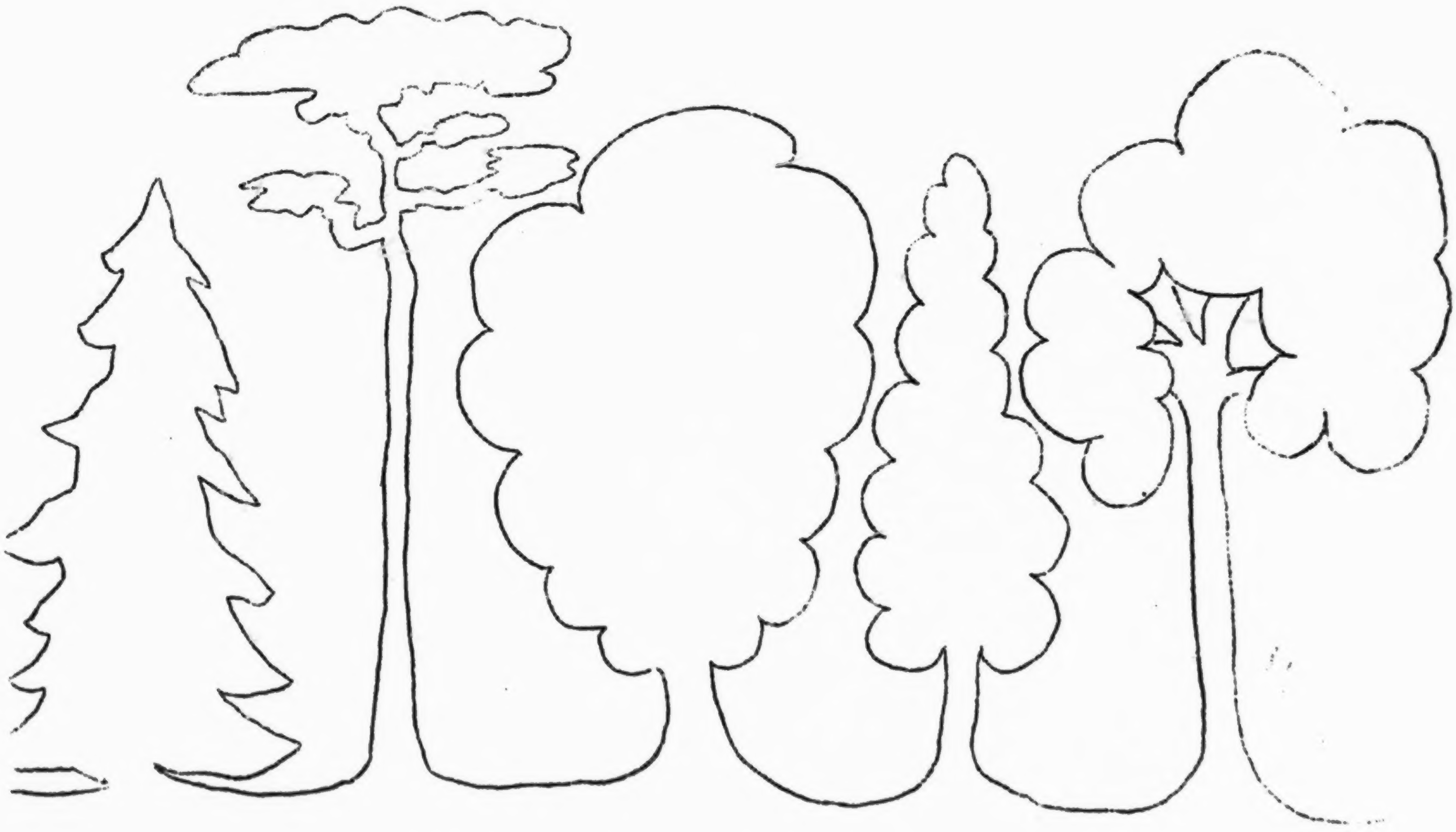

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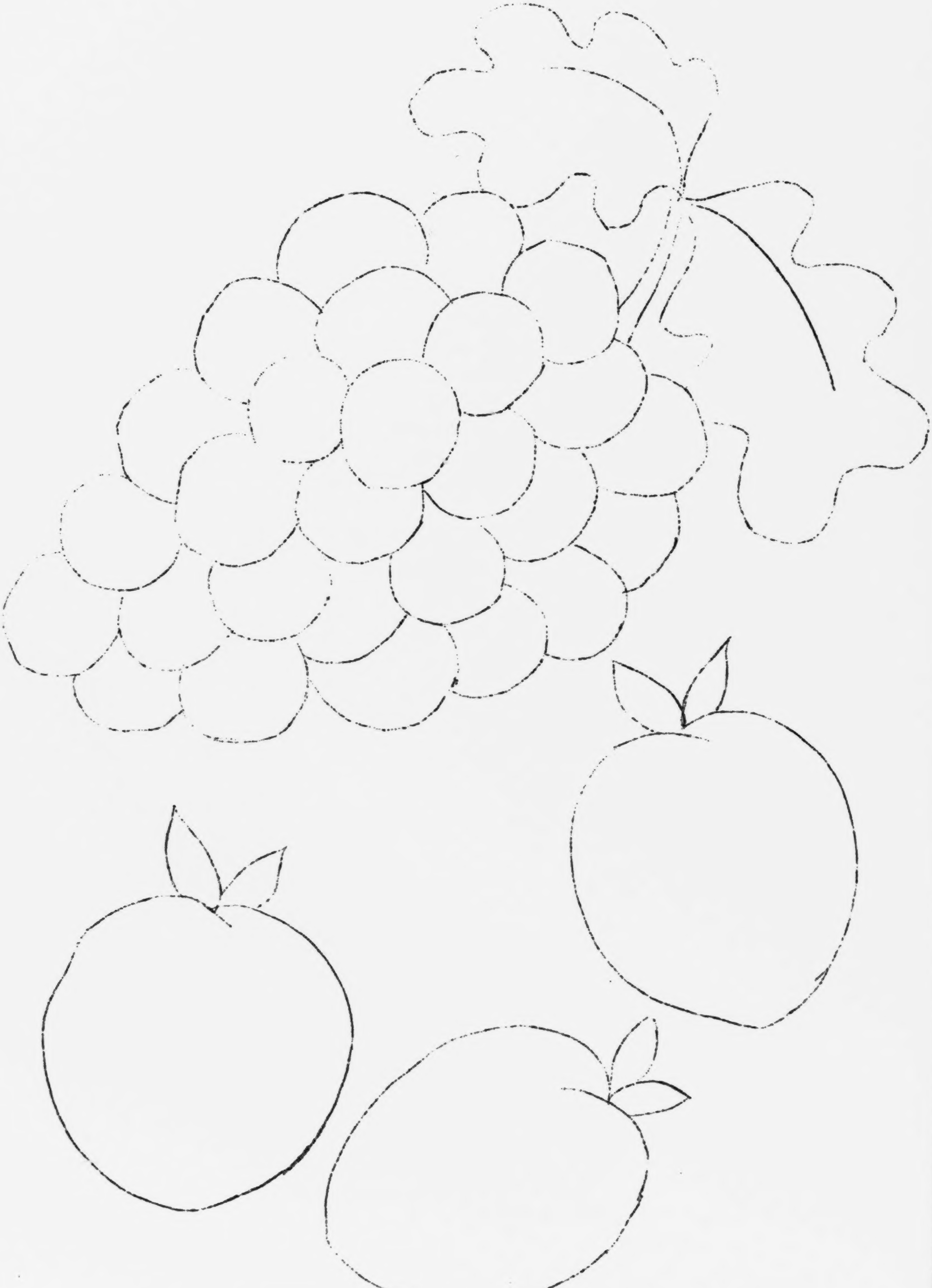

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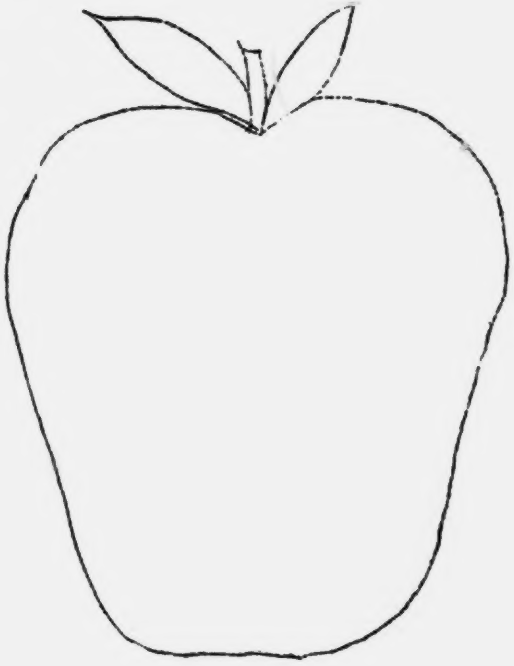

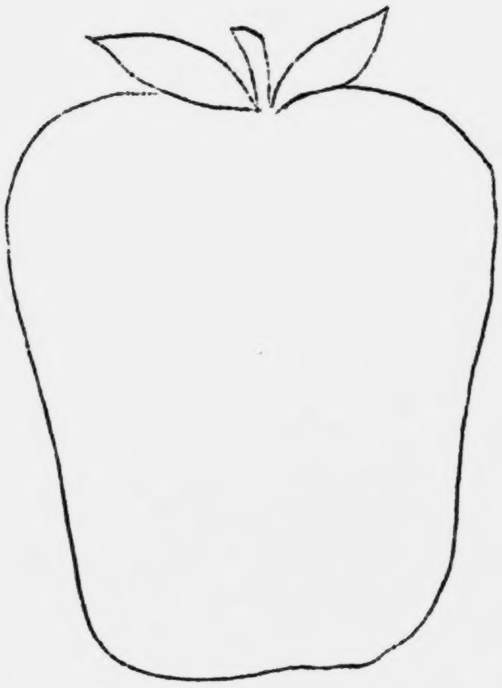

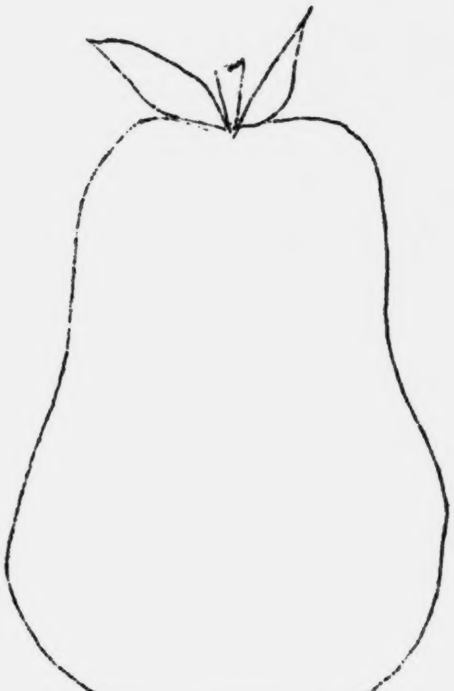

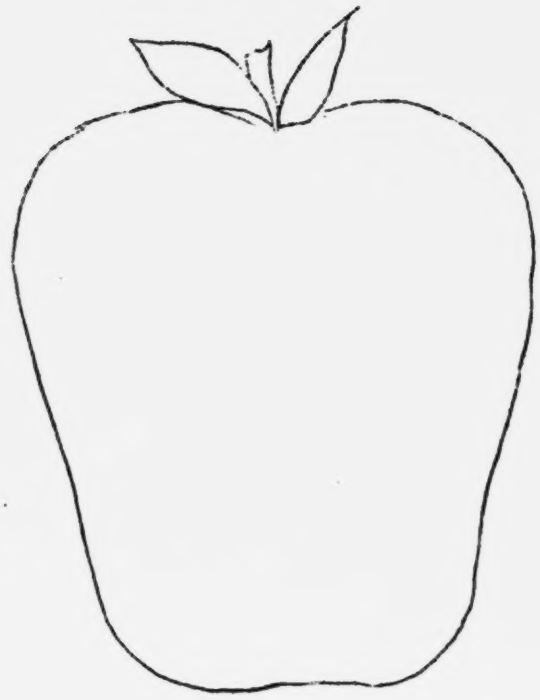

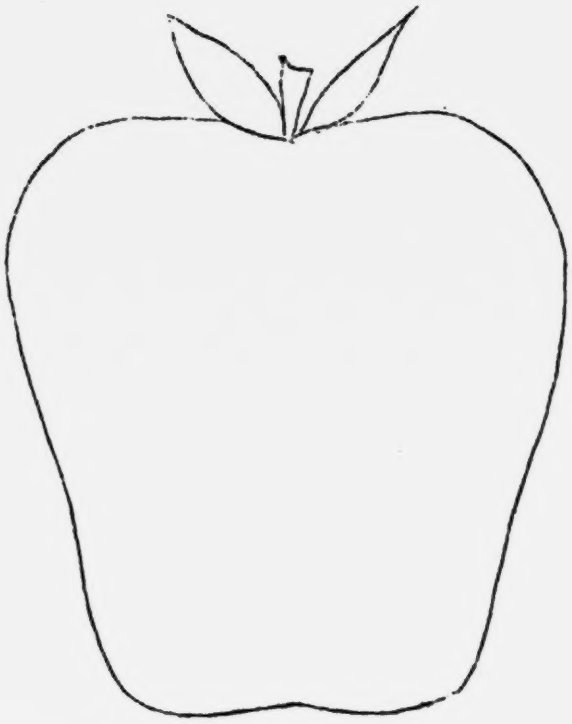

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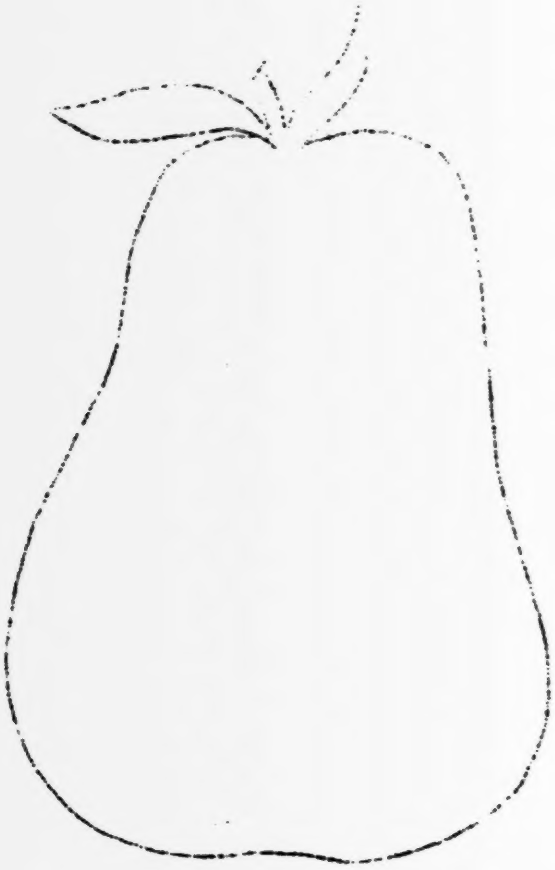

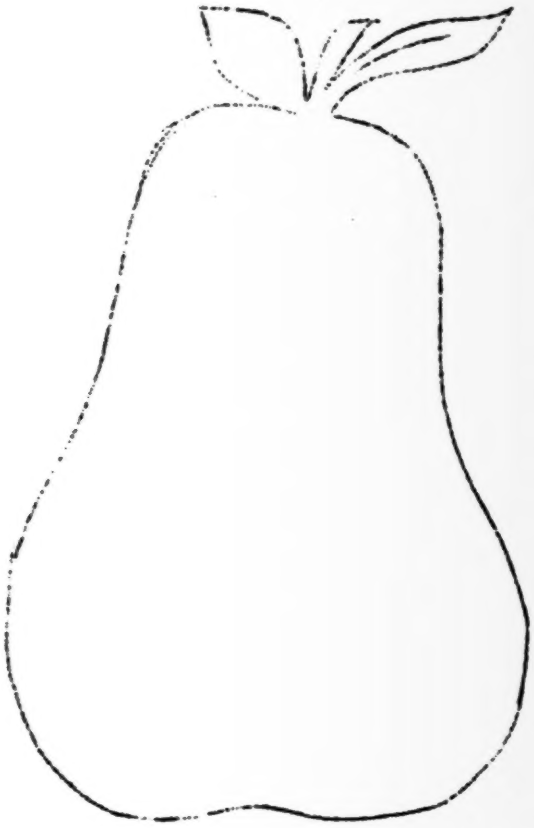

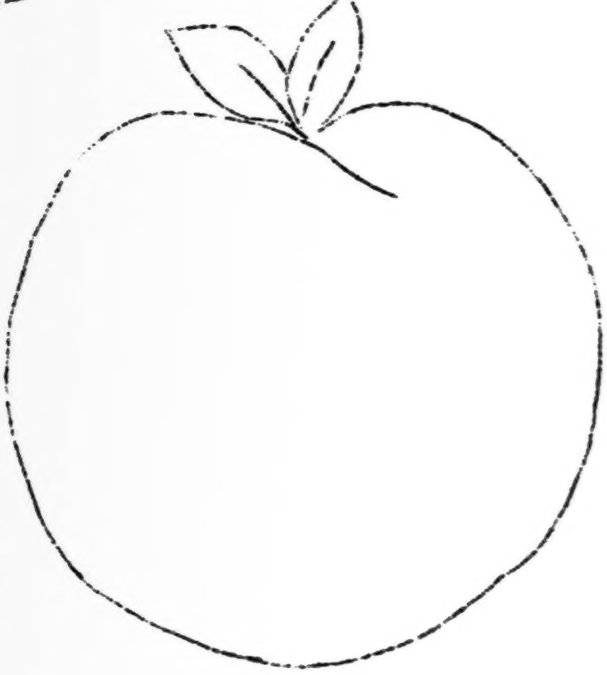

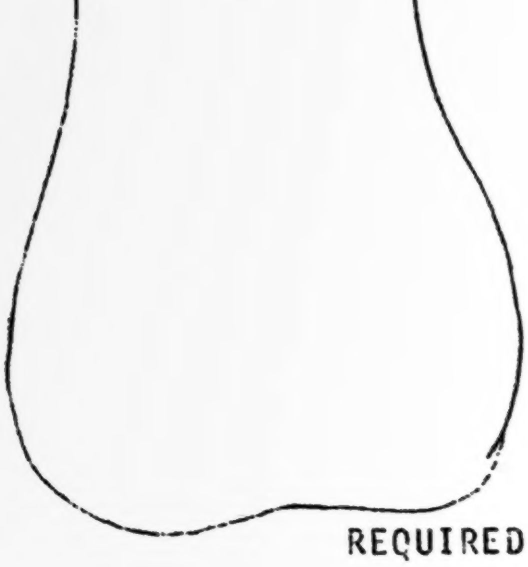

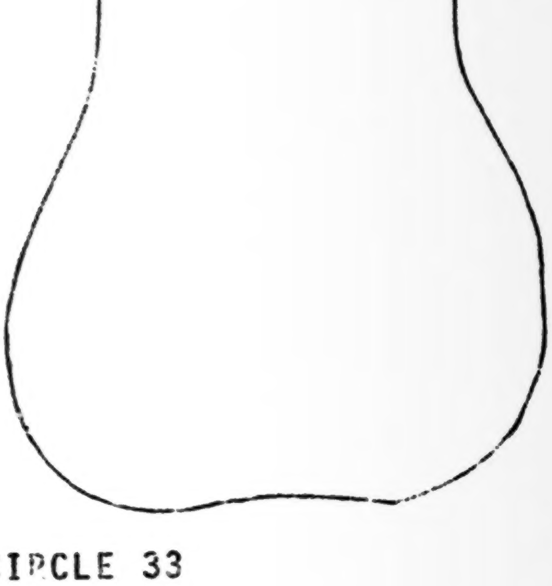

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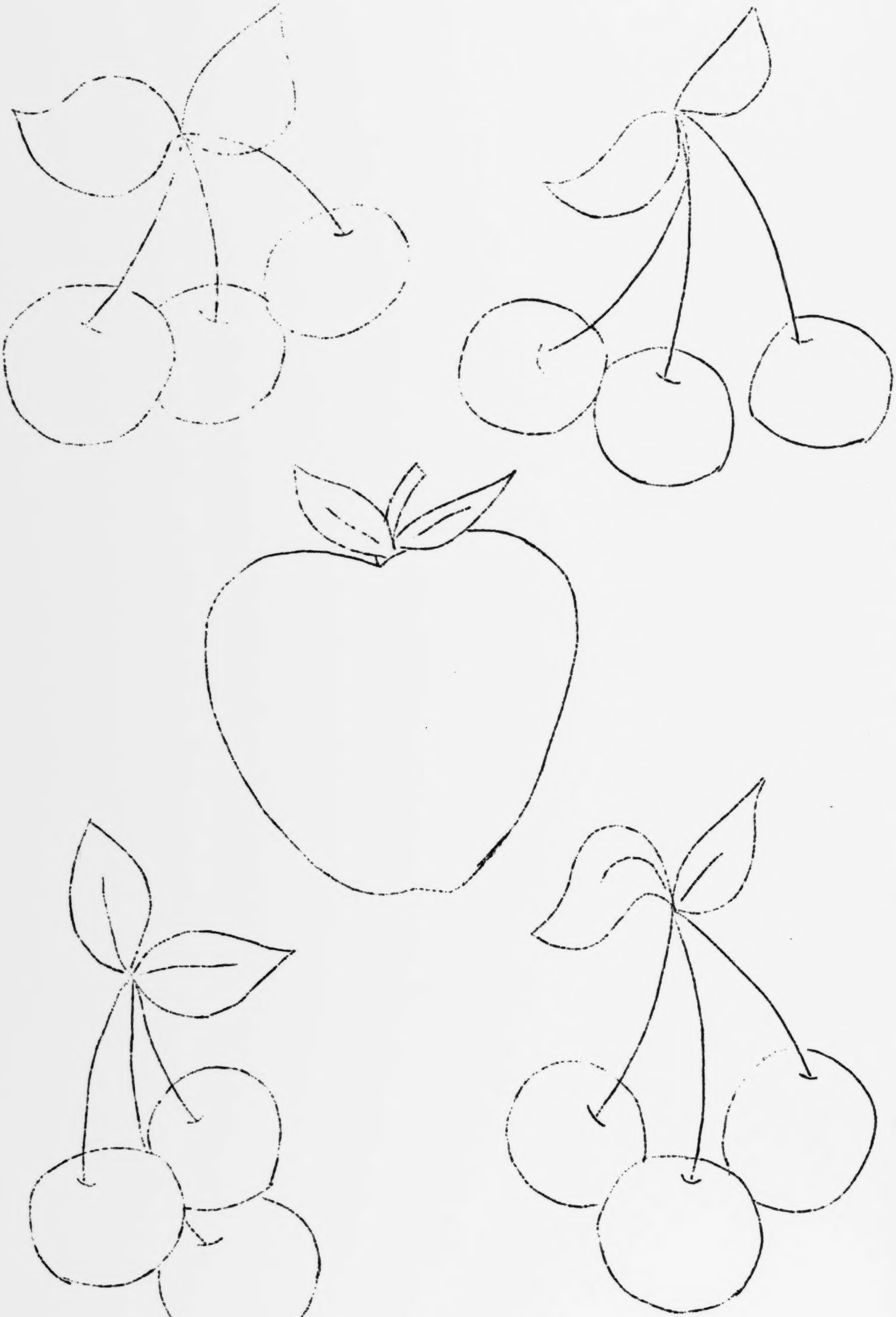

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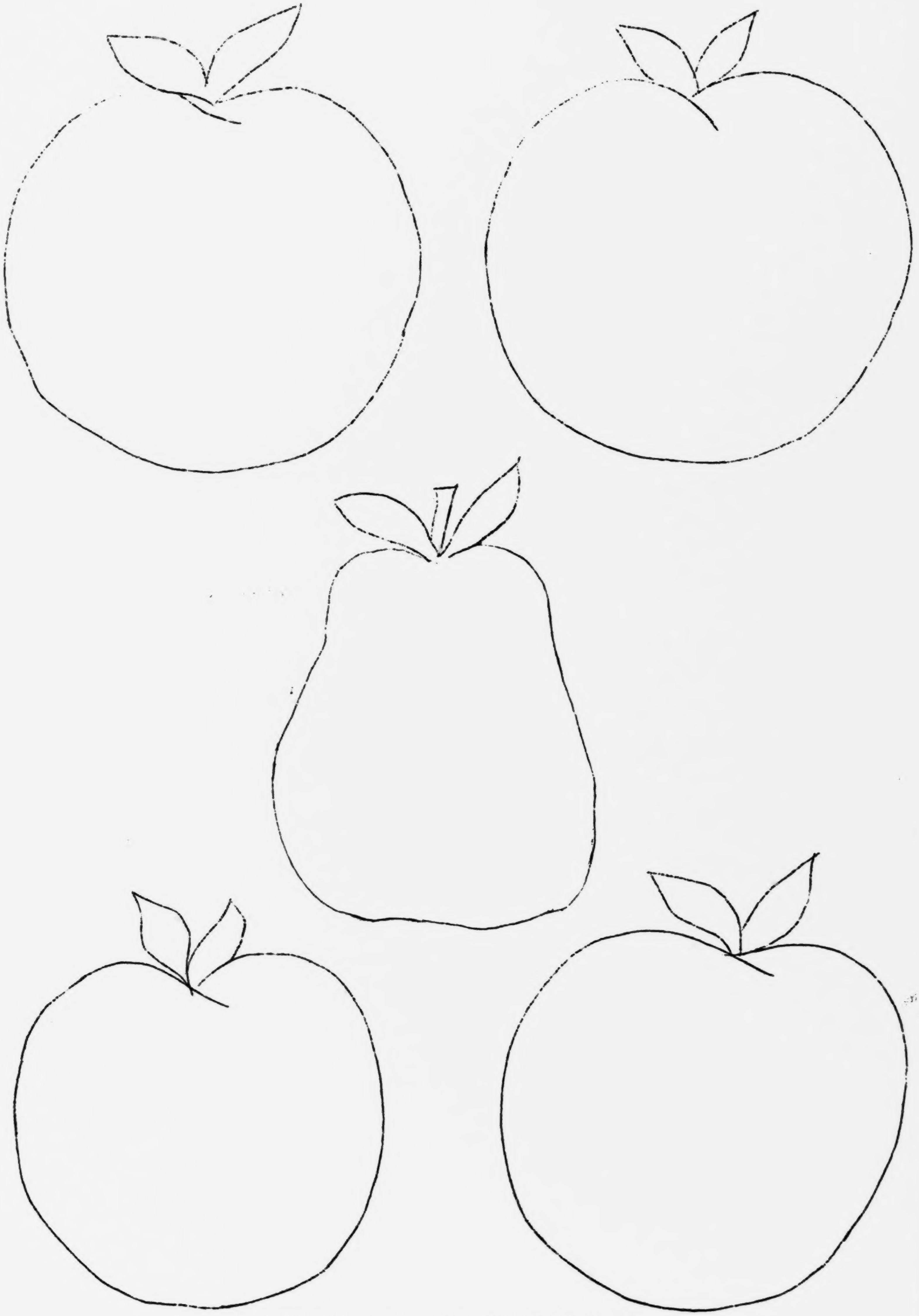

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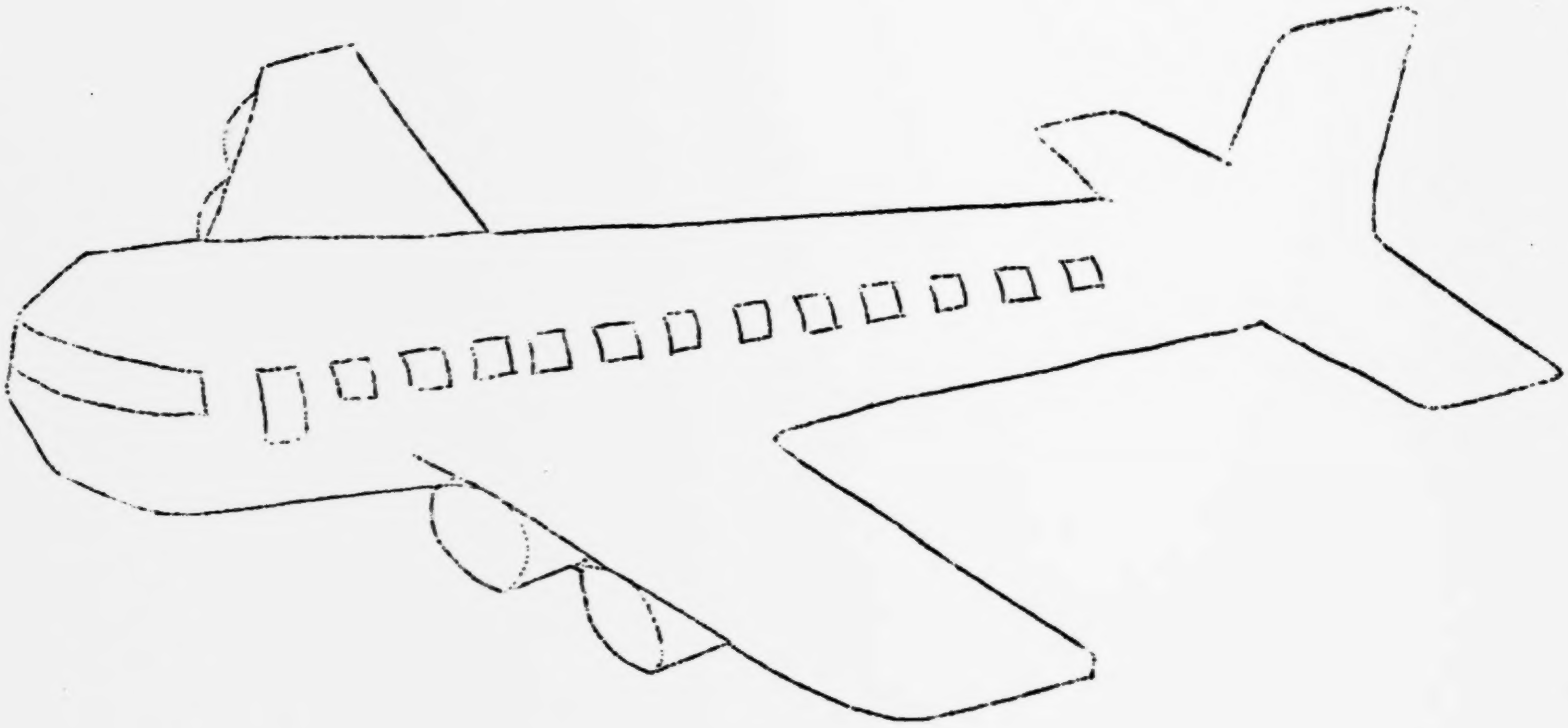

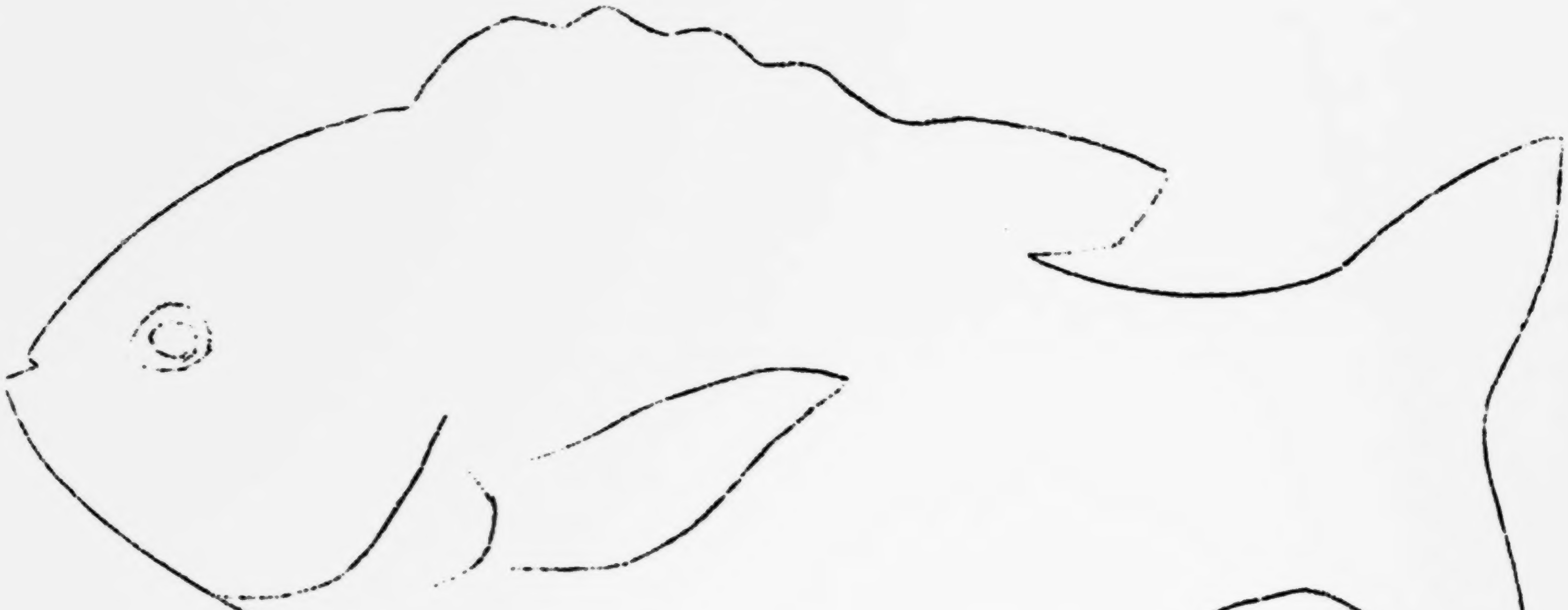

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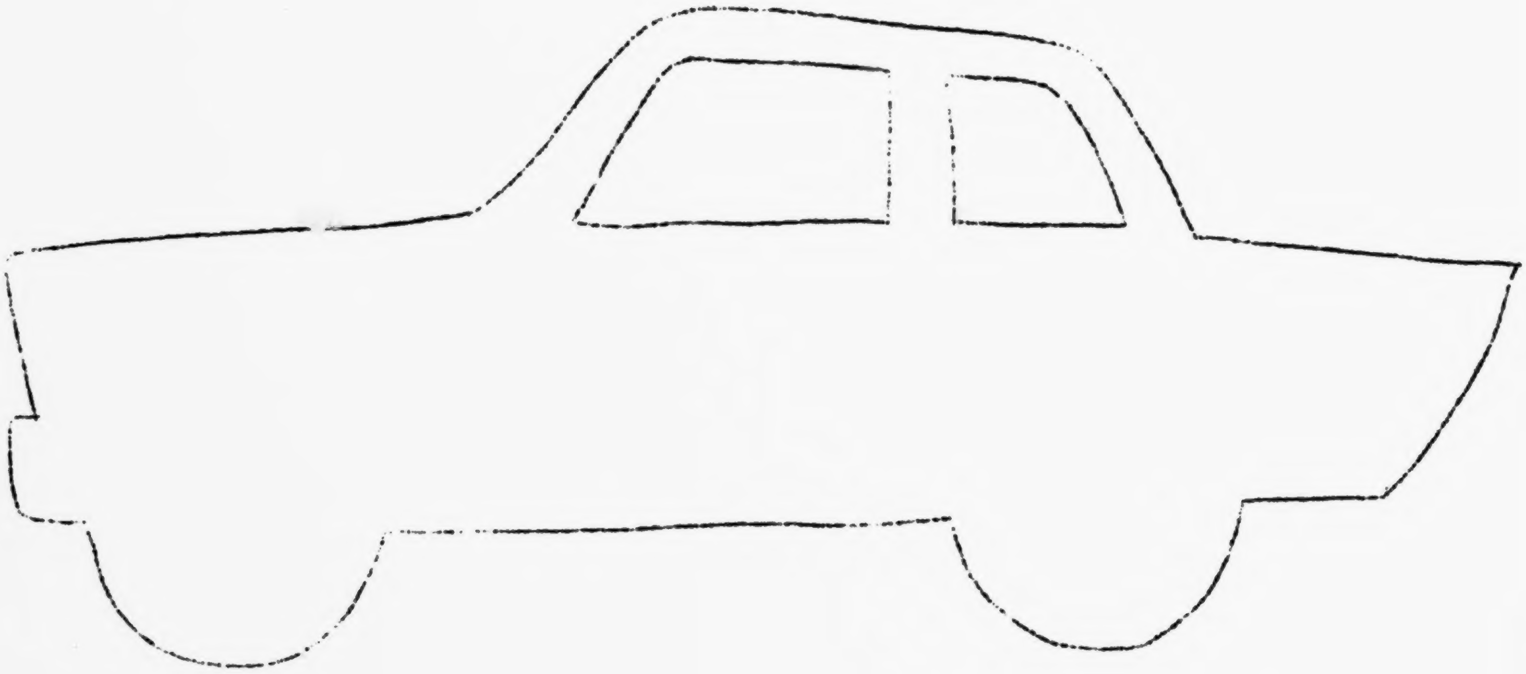

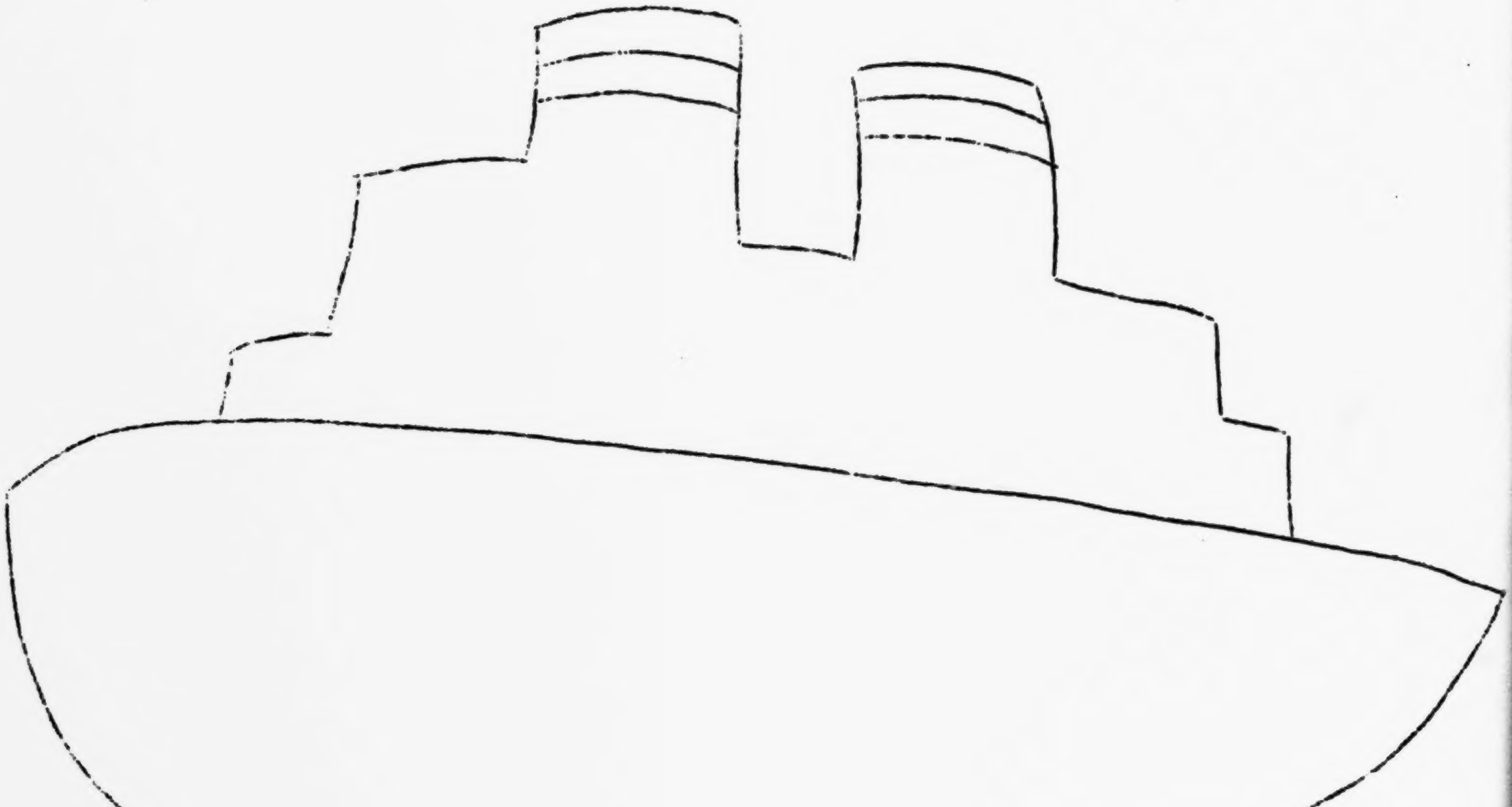

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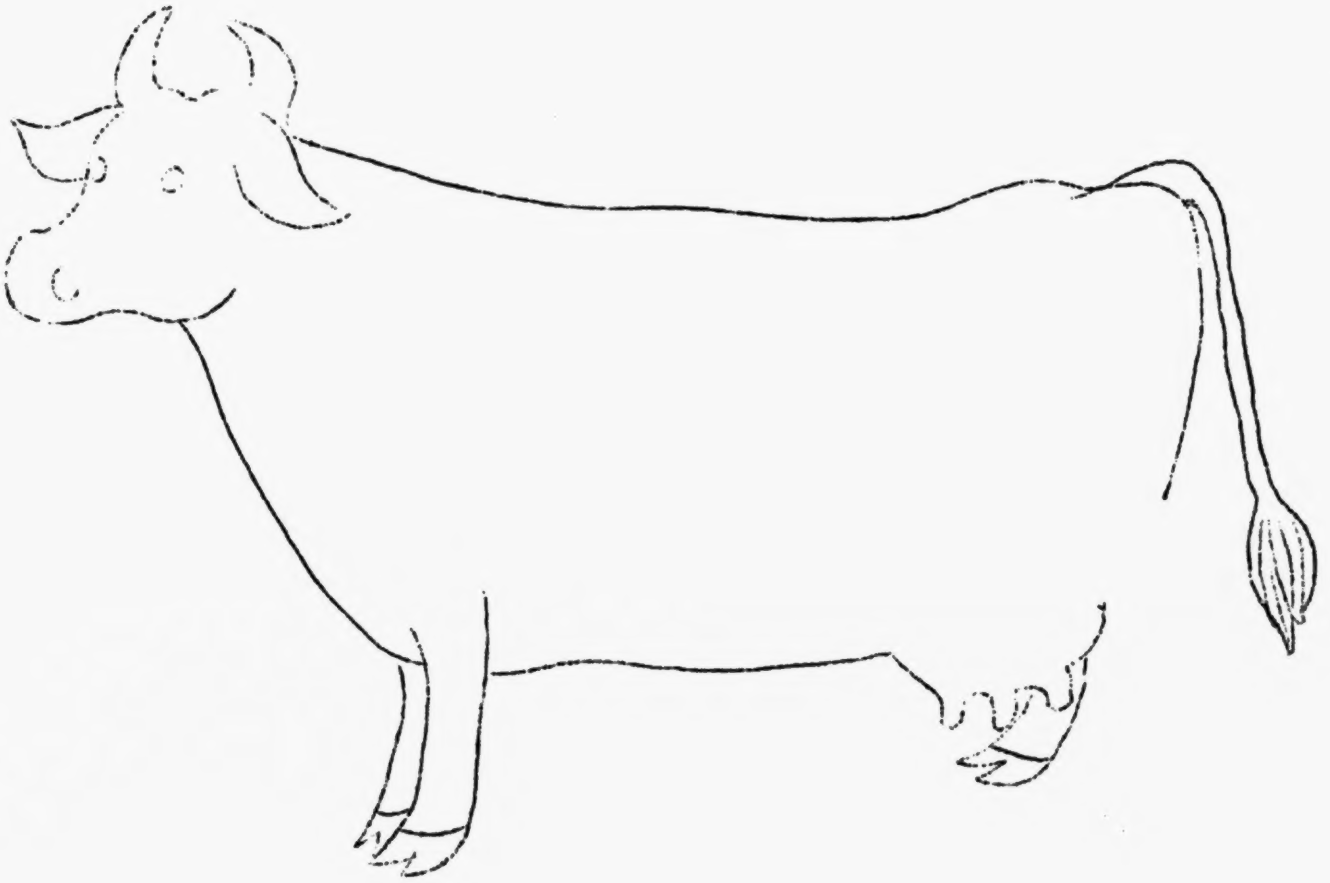

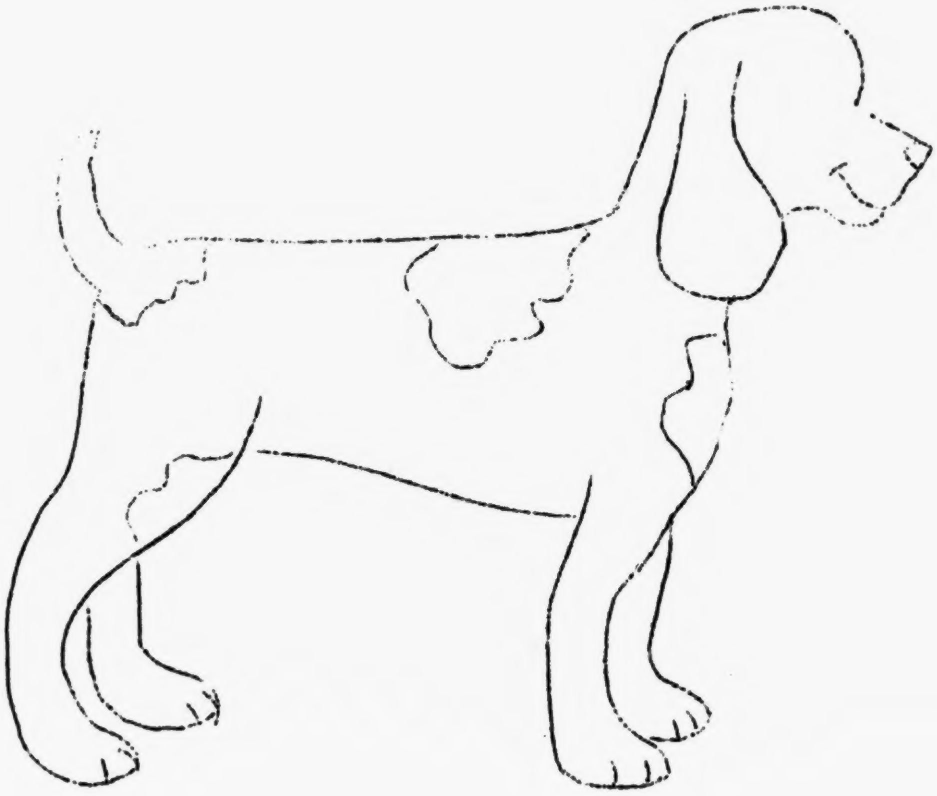

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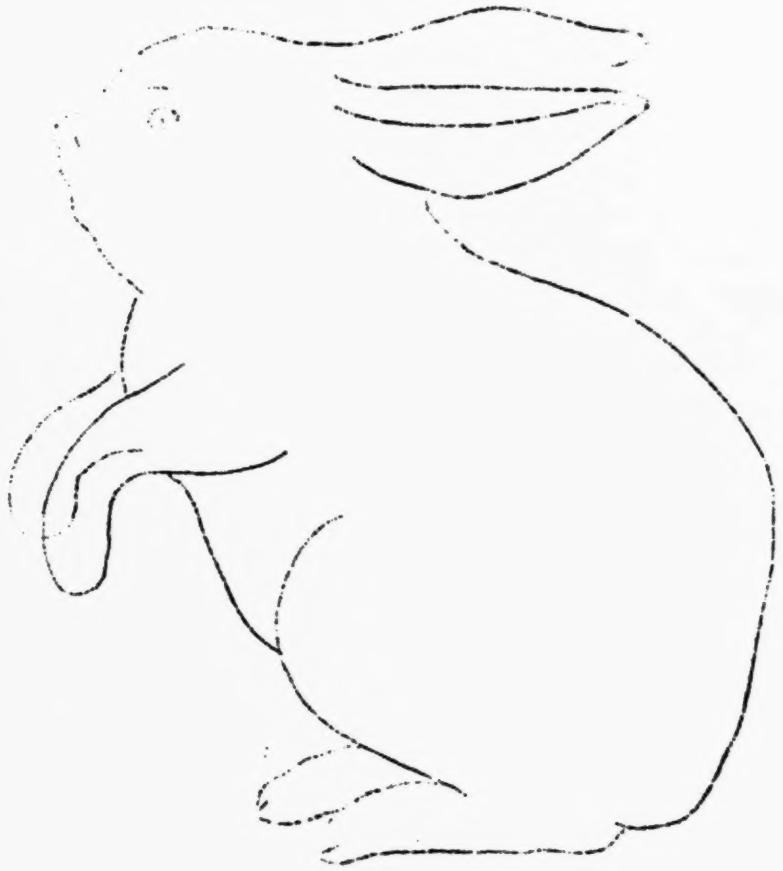

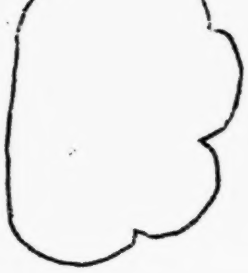

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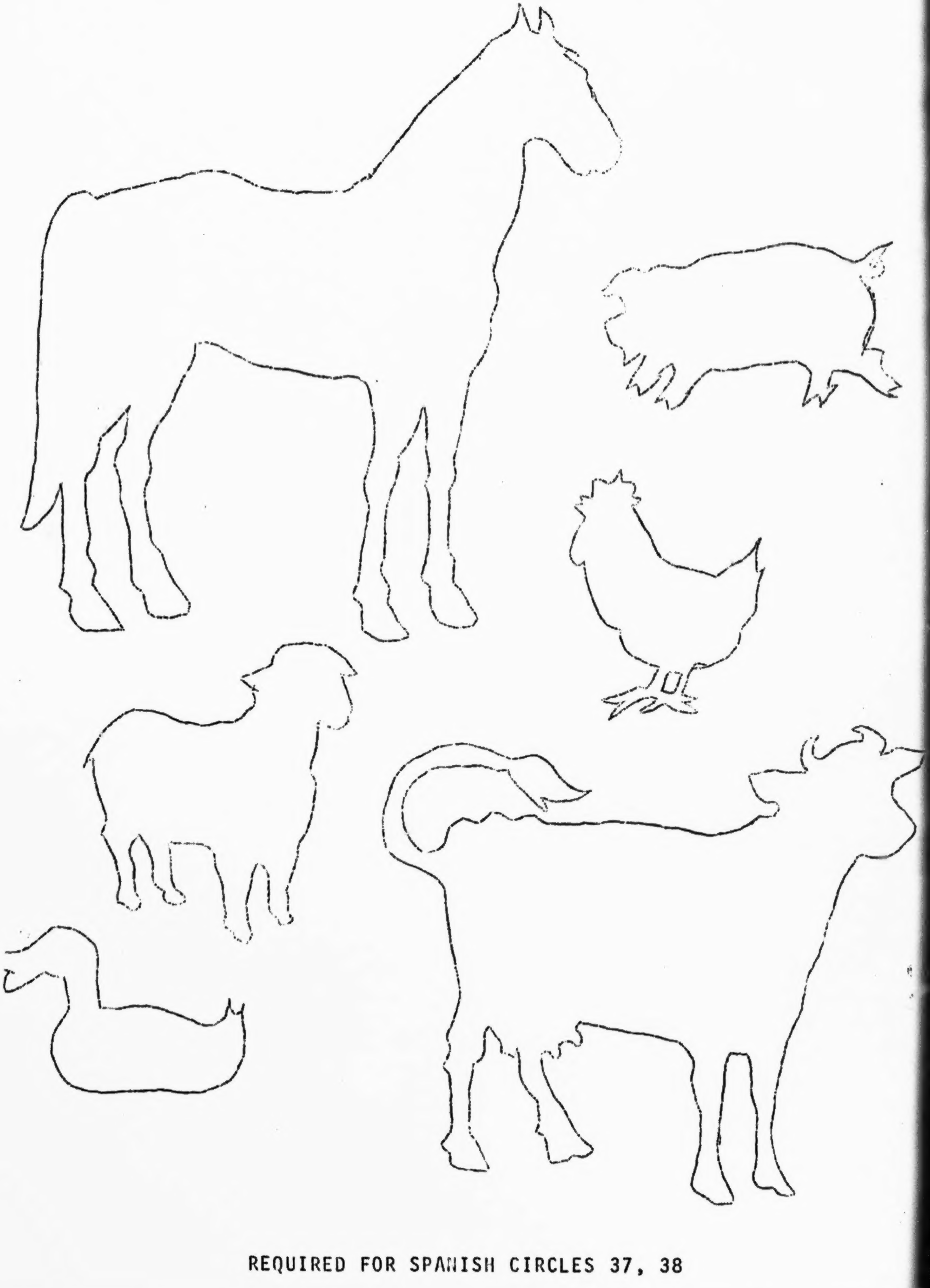

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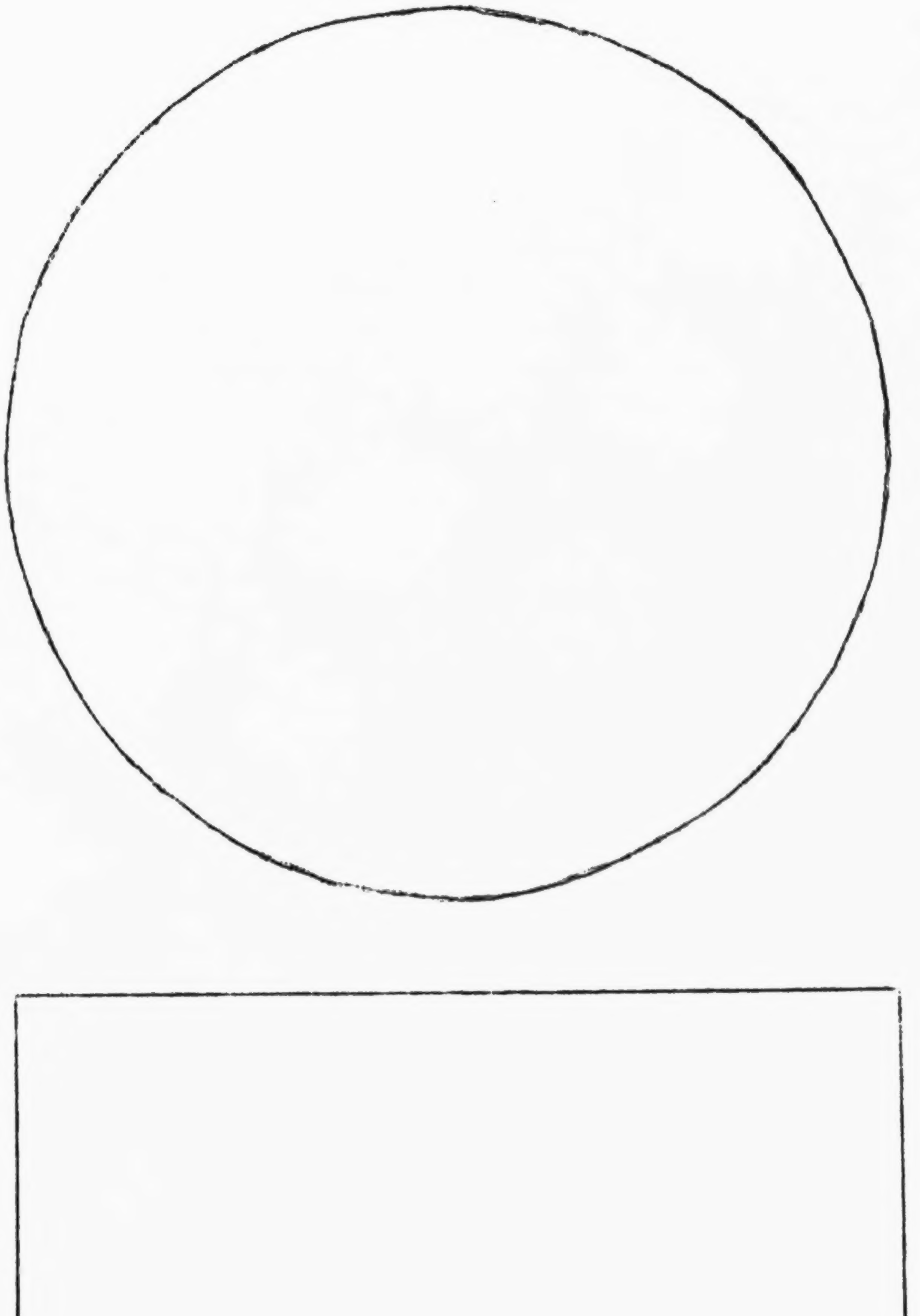

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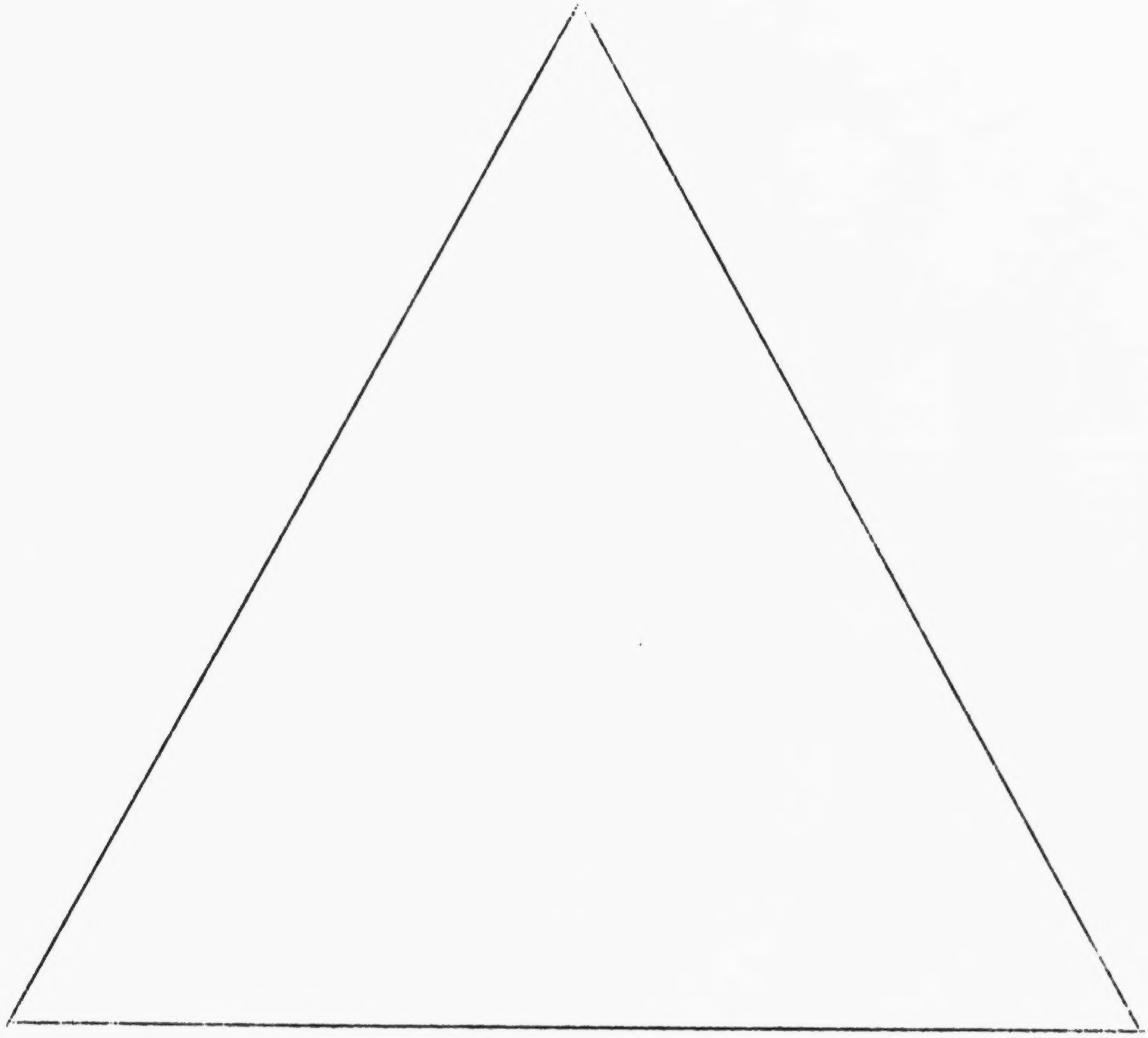

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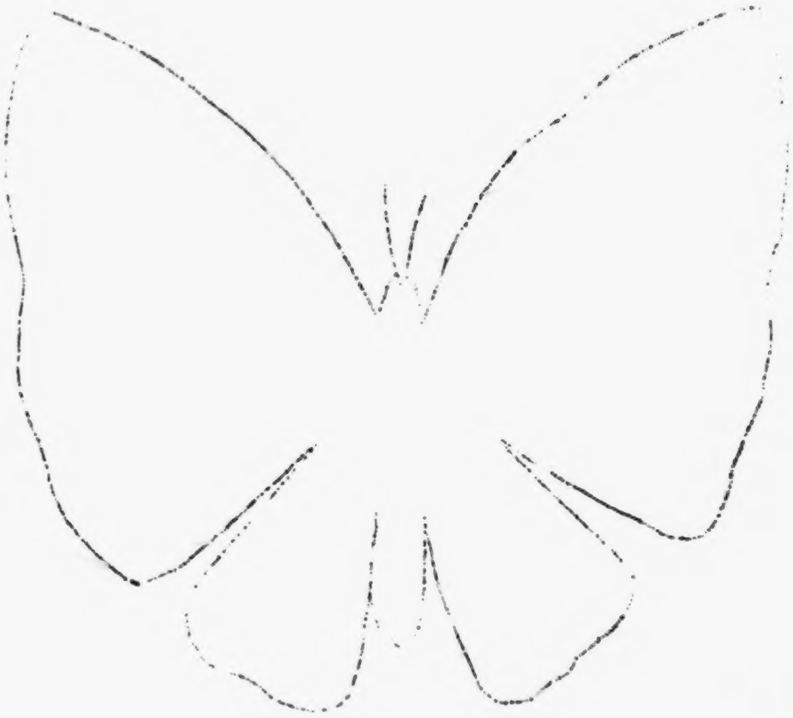

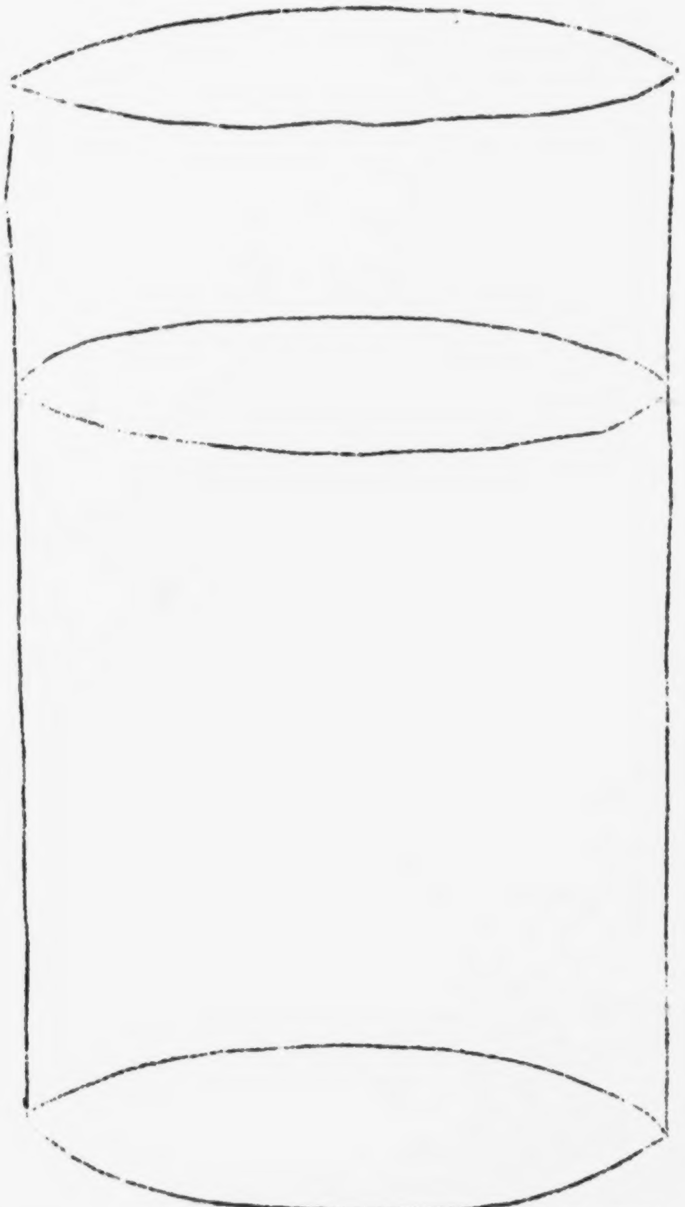

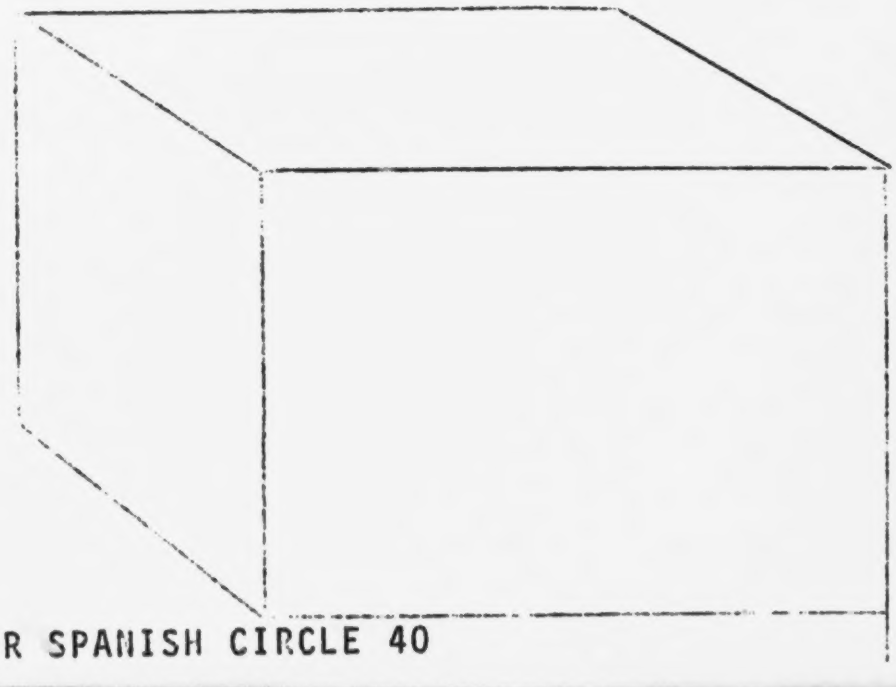

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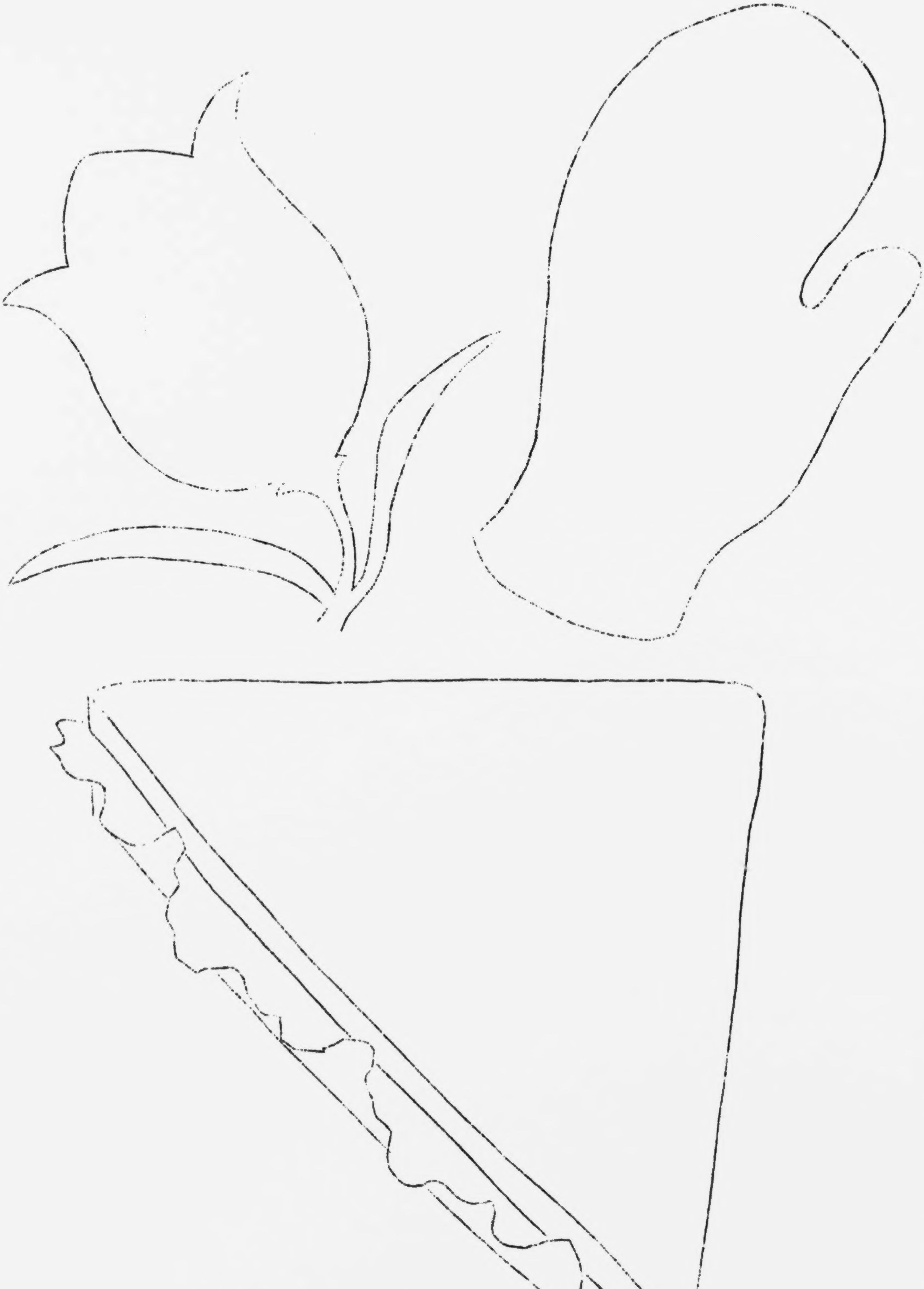

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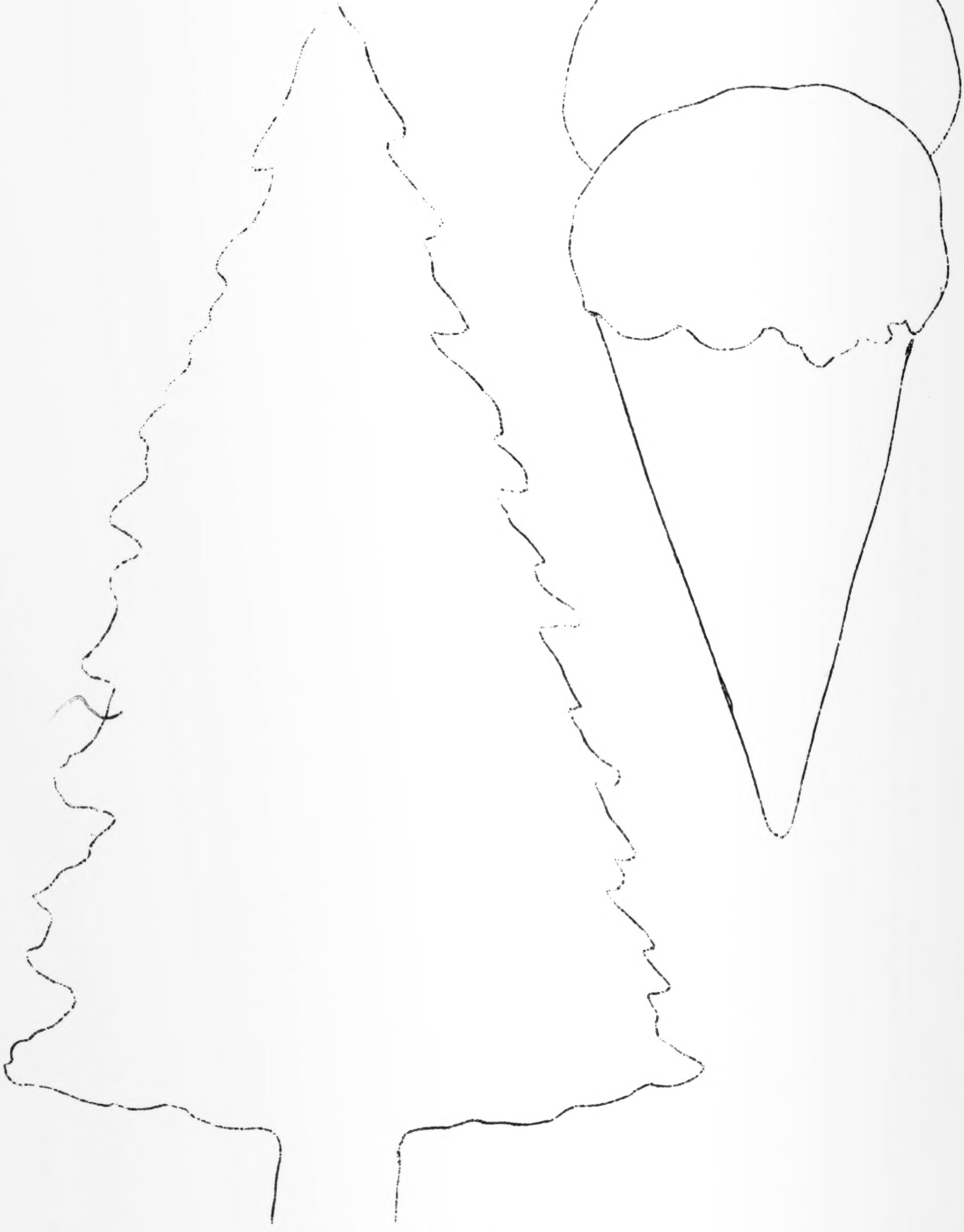

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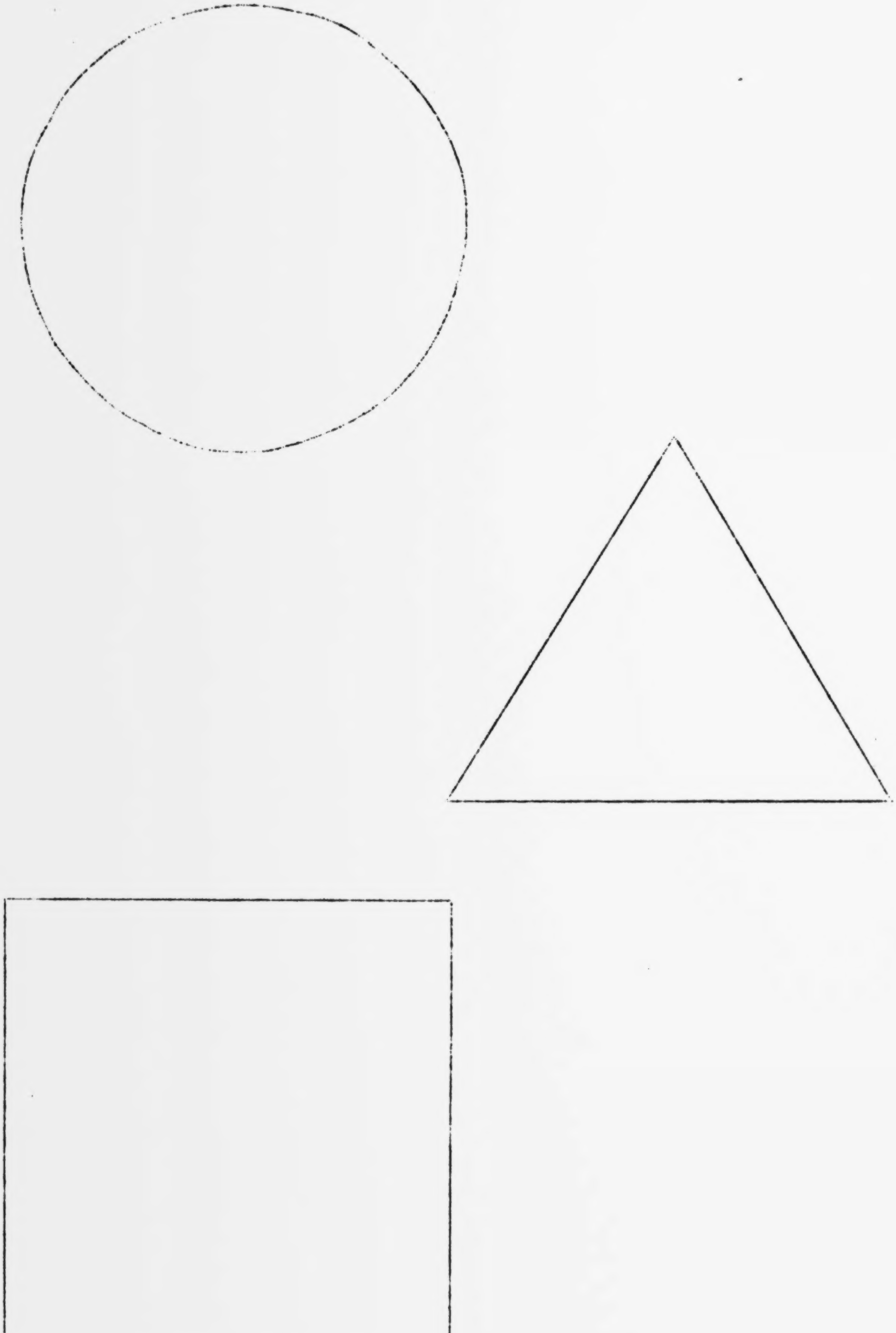

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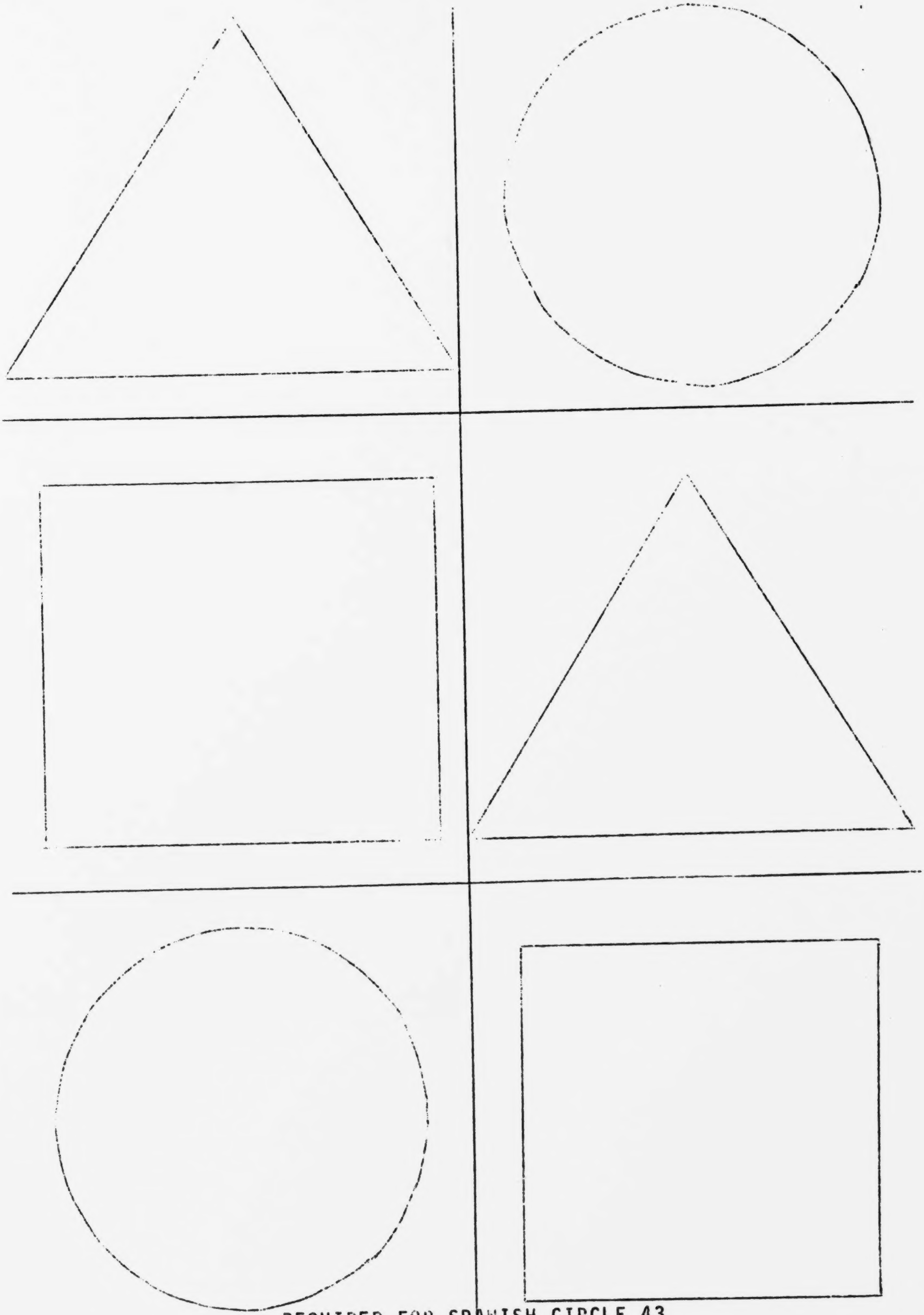

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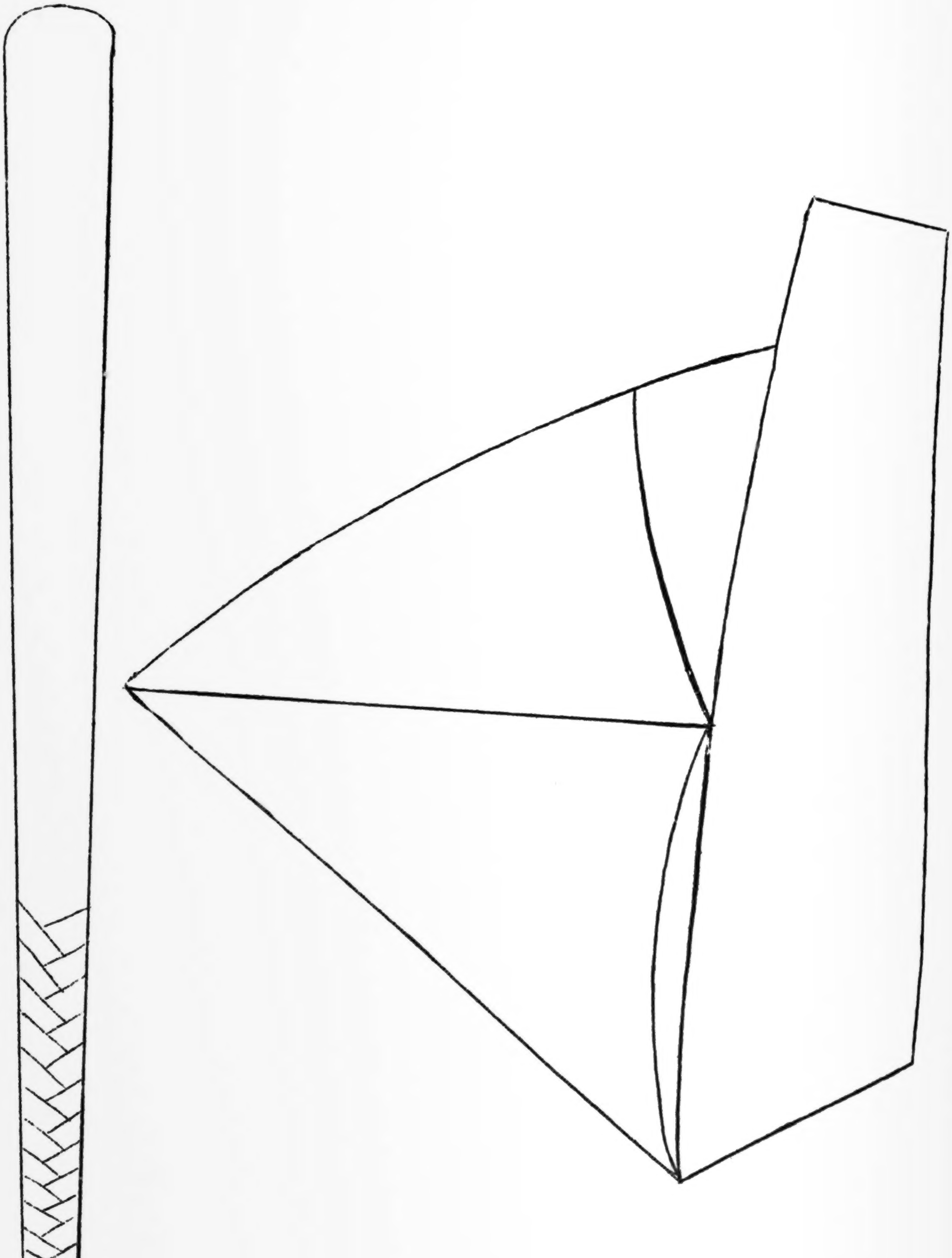

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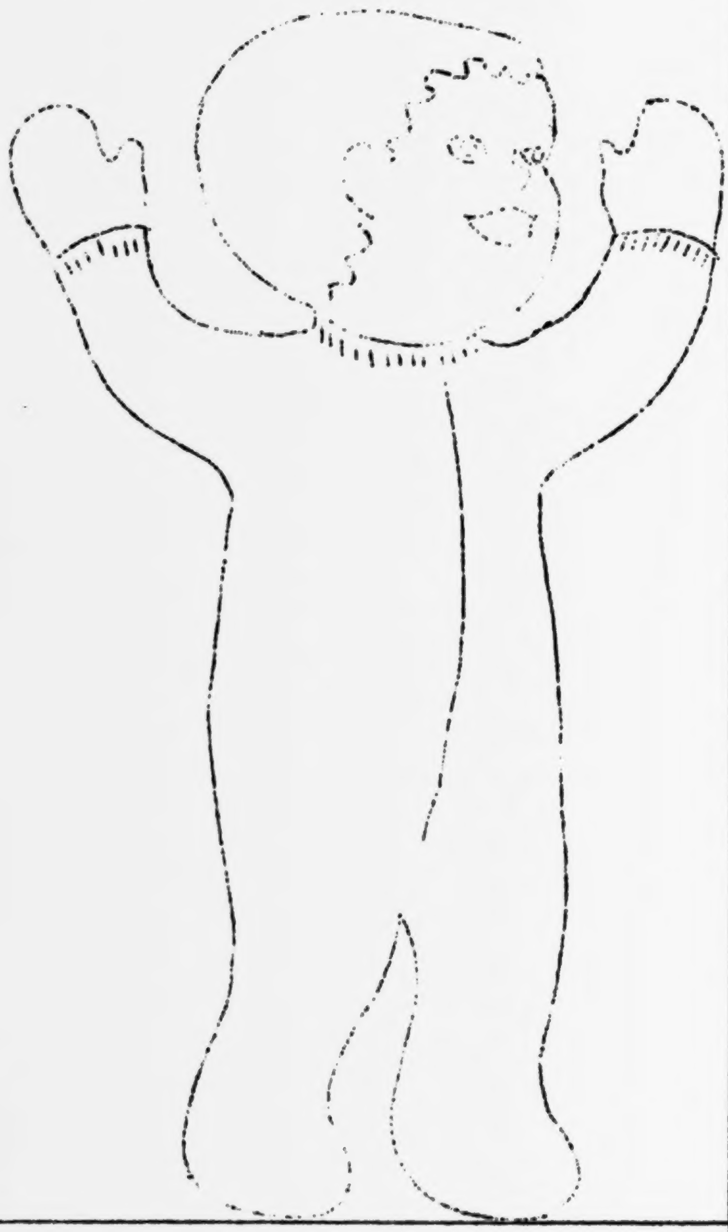

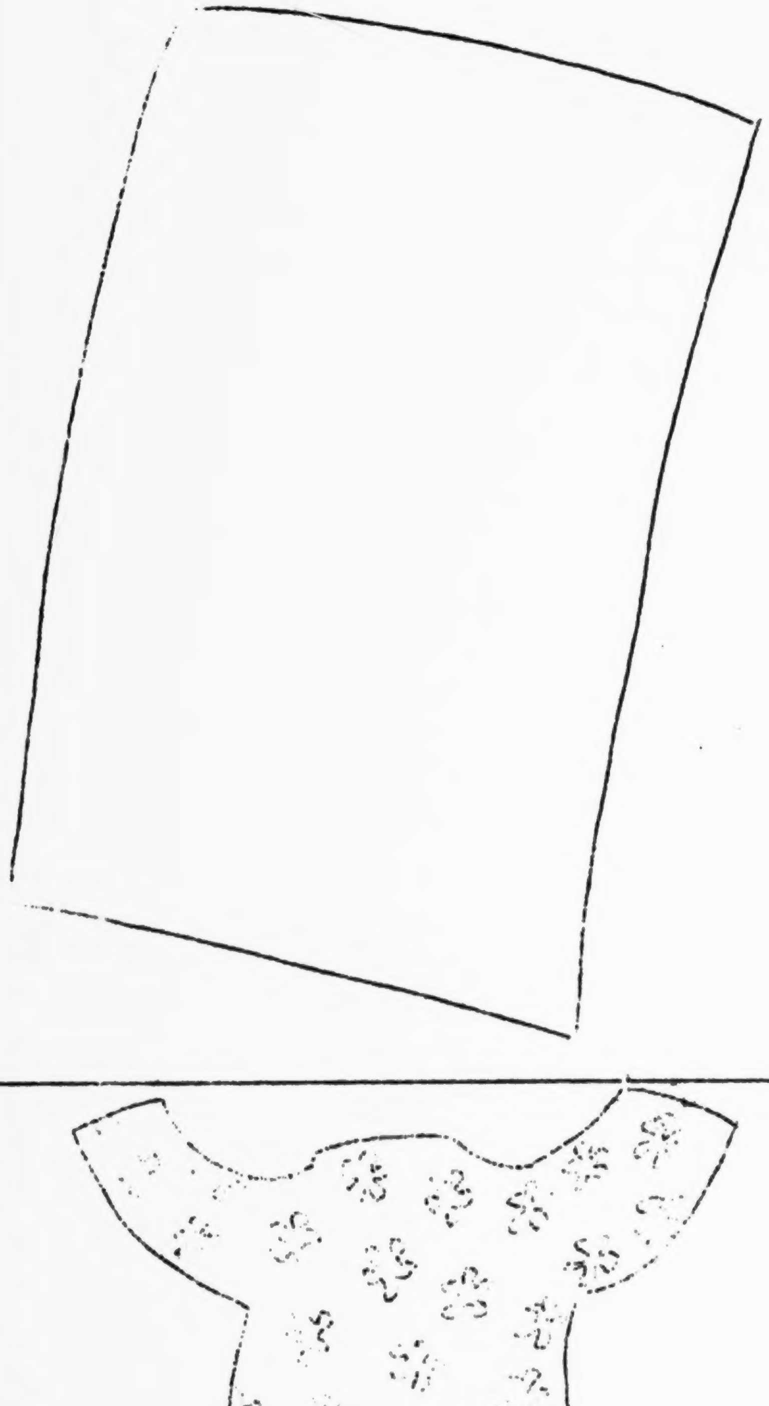

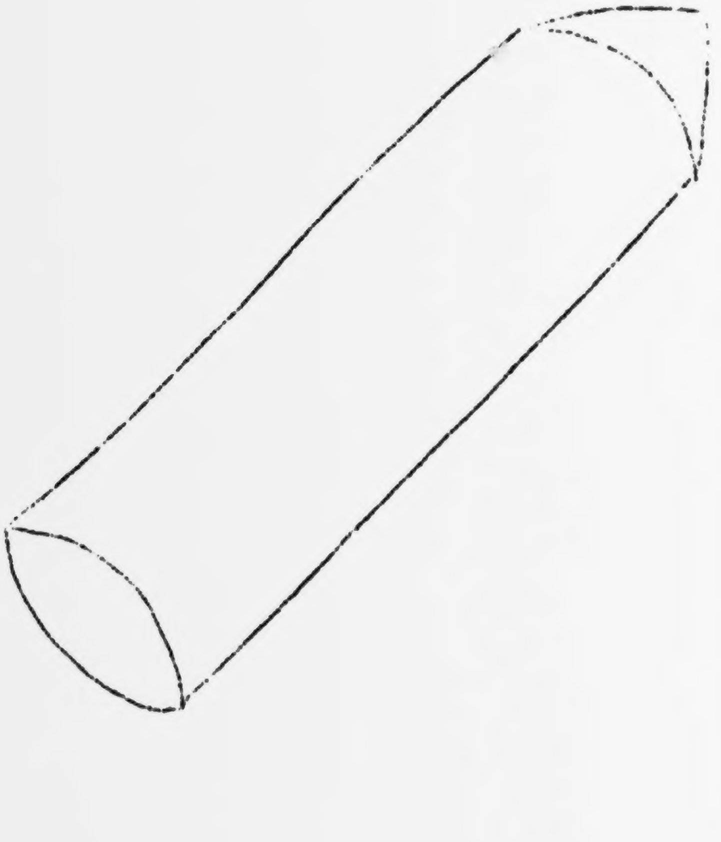

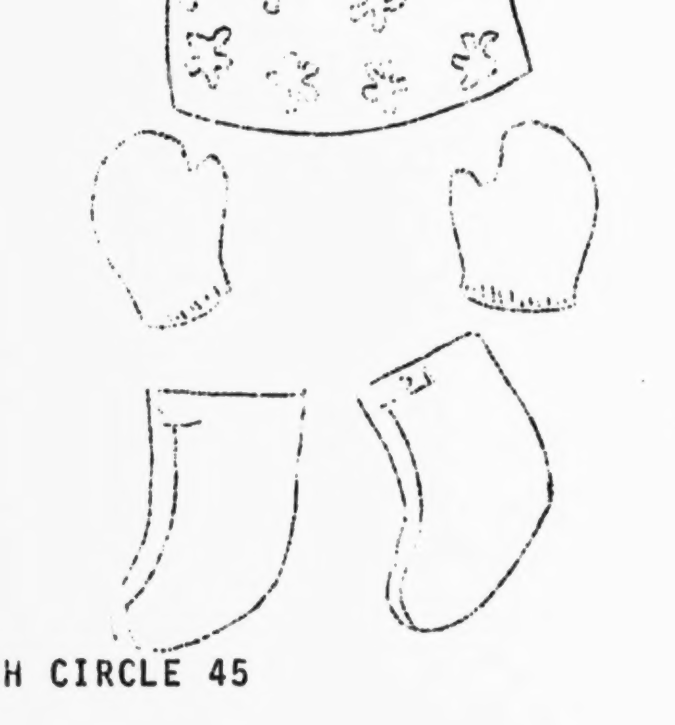

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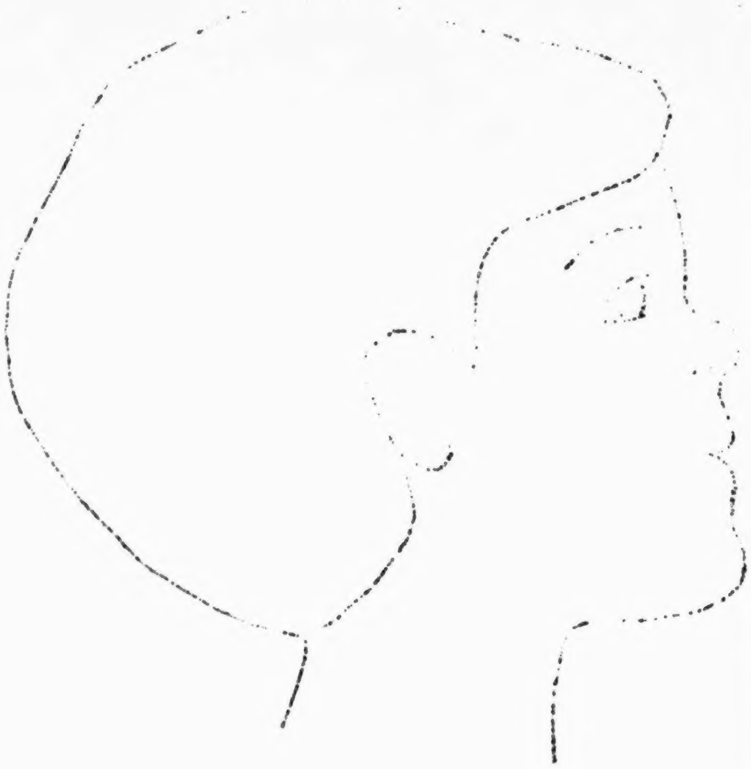

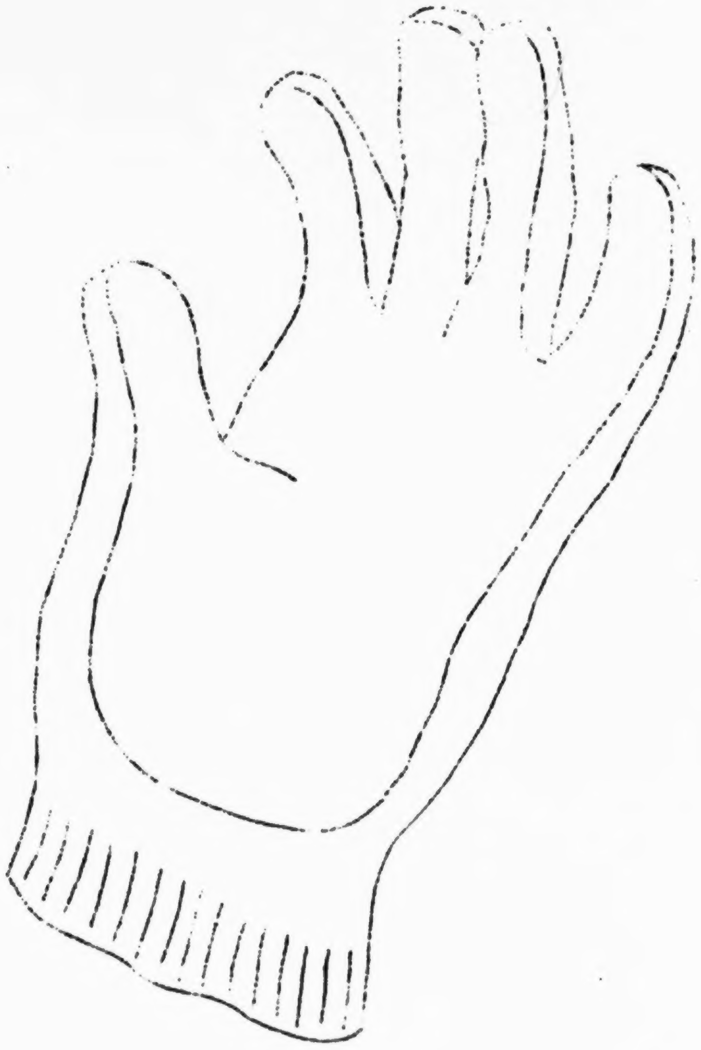

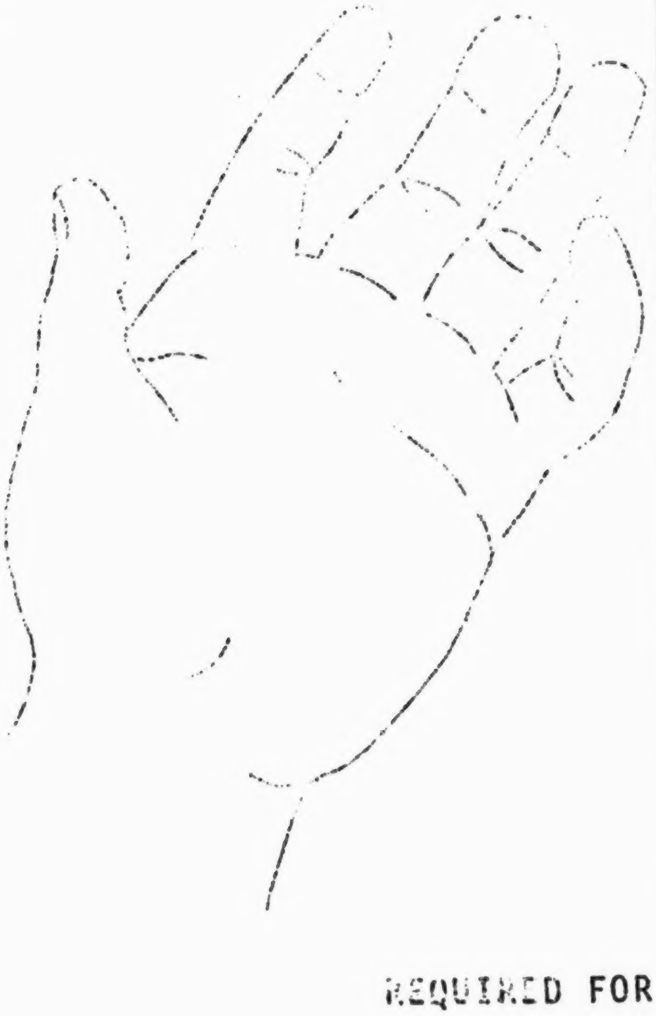

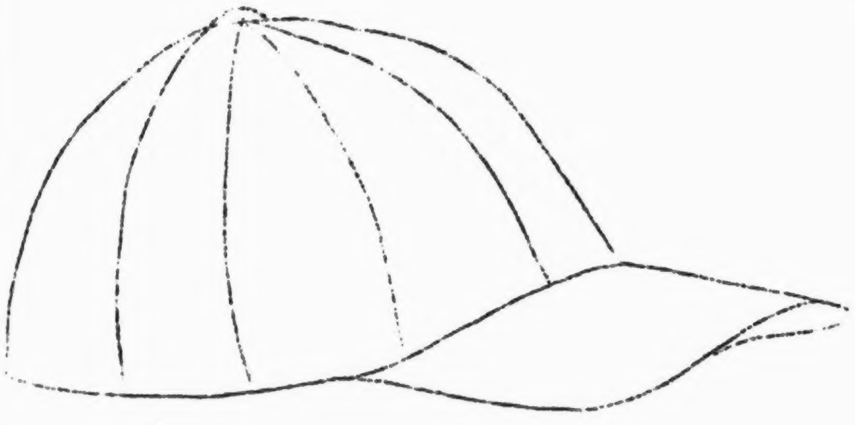

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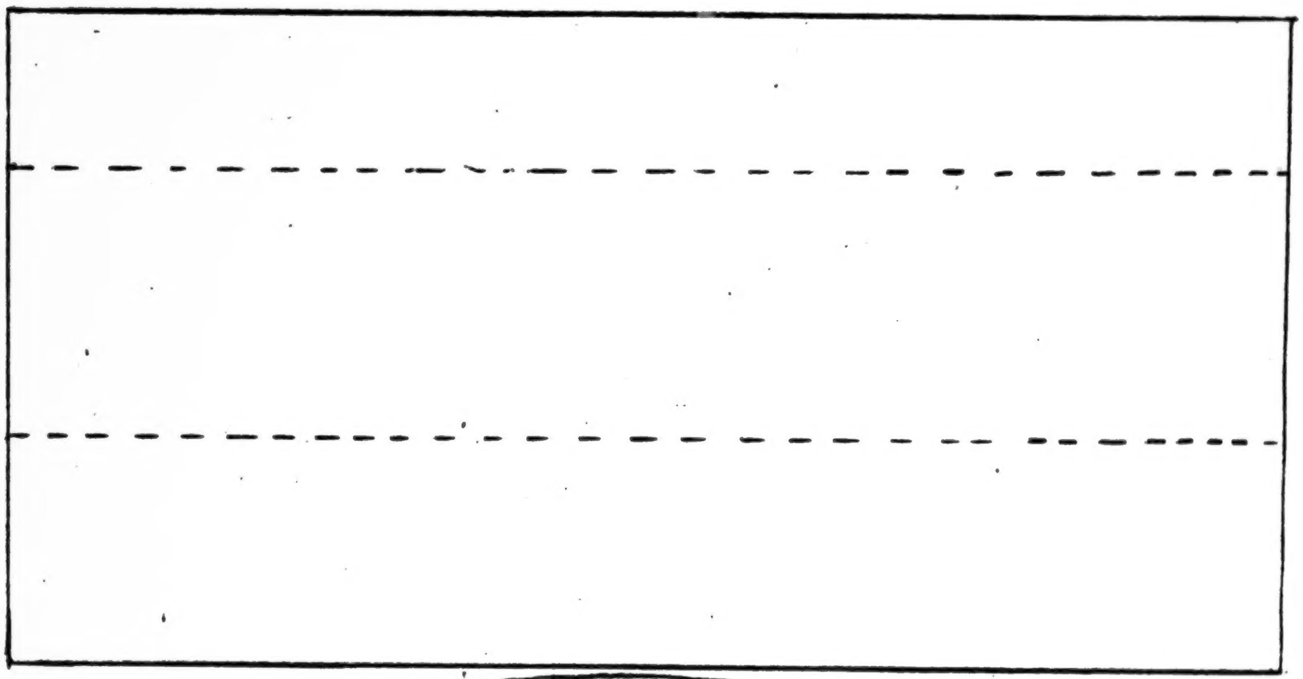
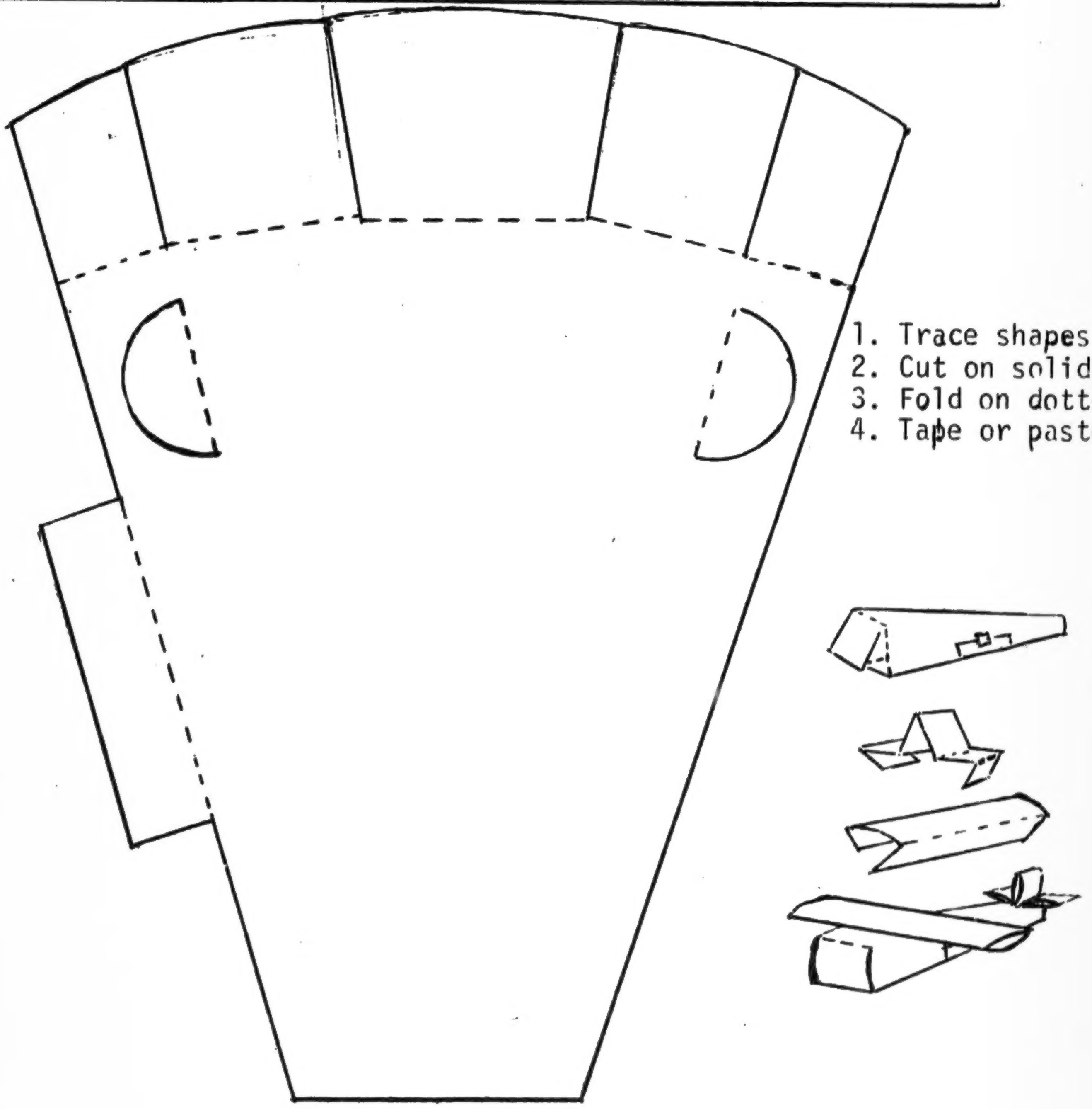
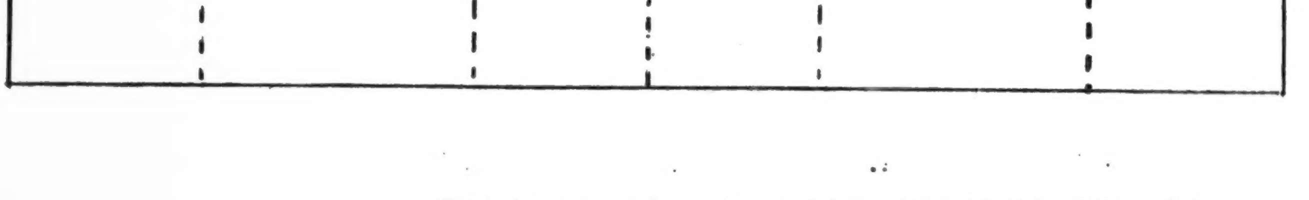




1. Trace shapes.
2. Cut on solid lines.
3. Fold on dotted lines.
4. Tape or paste flaps.



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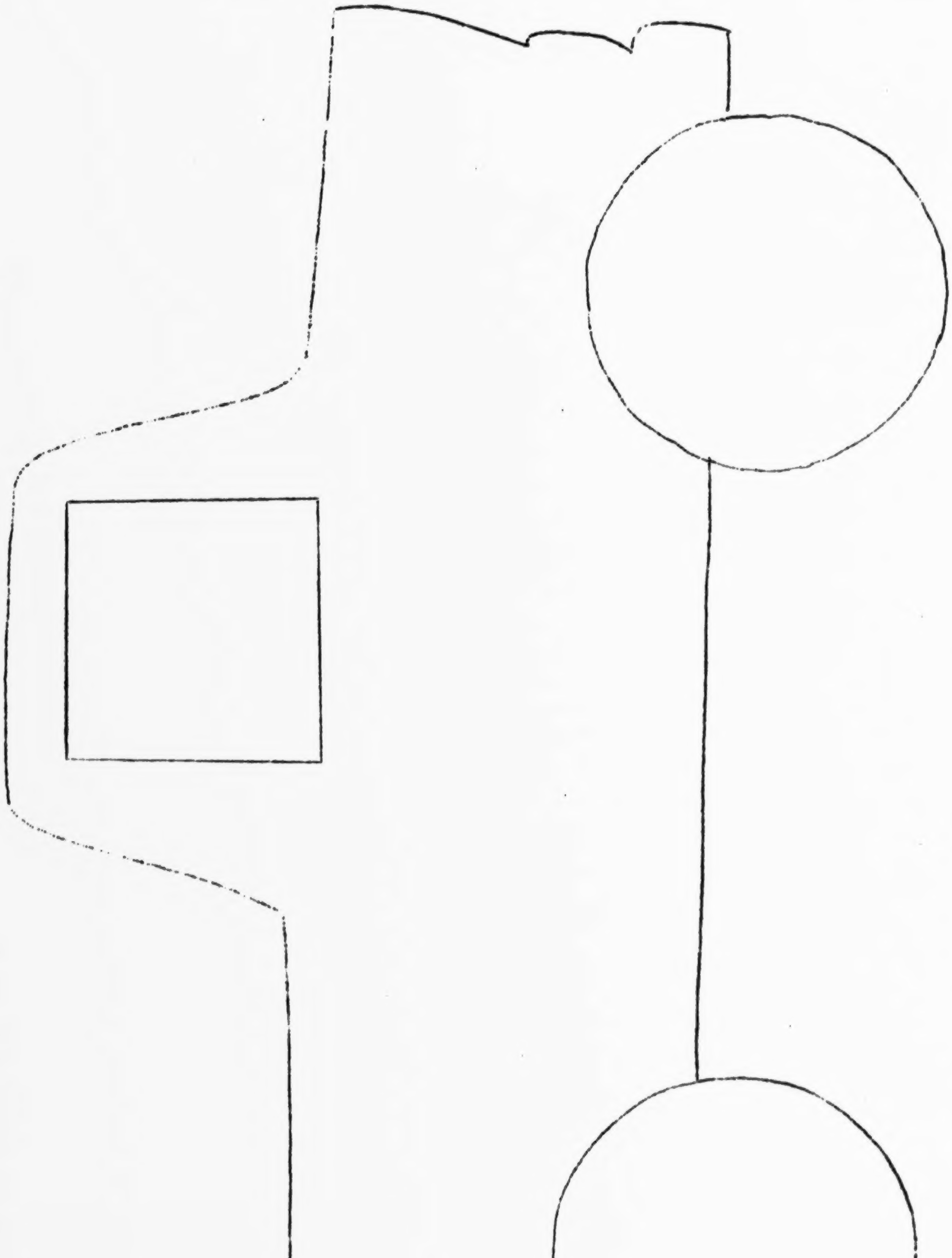

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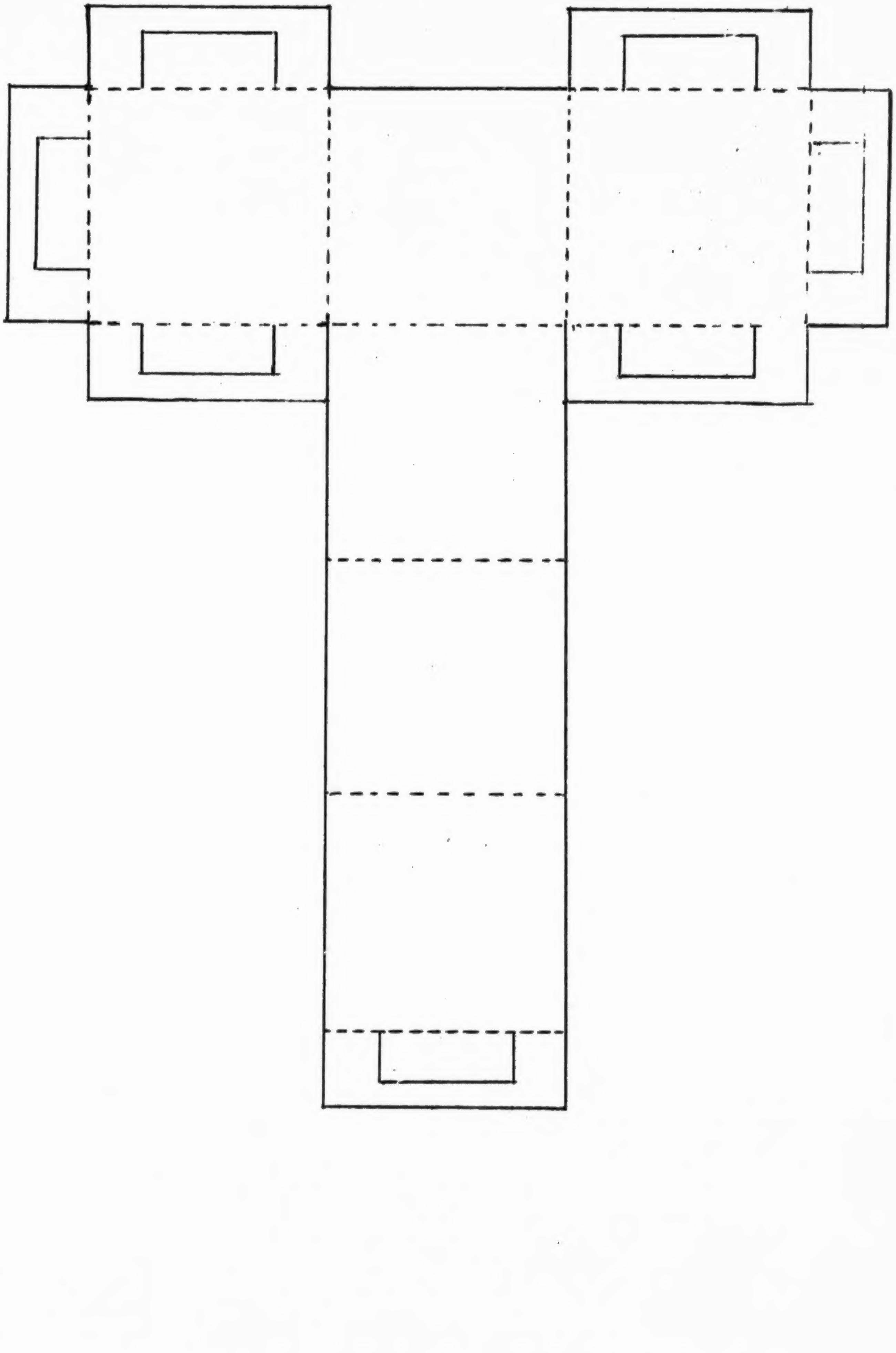

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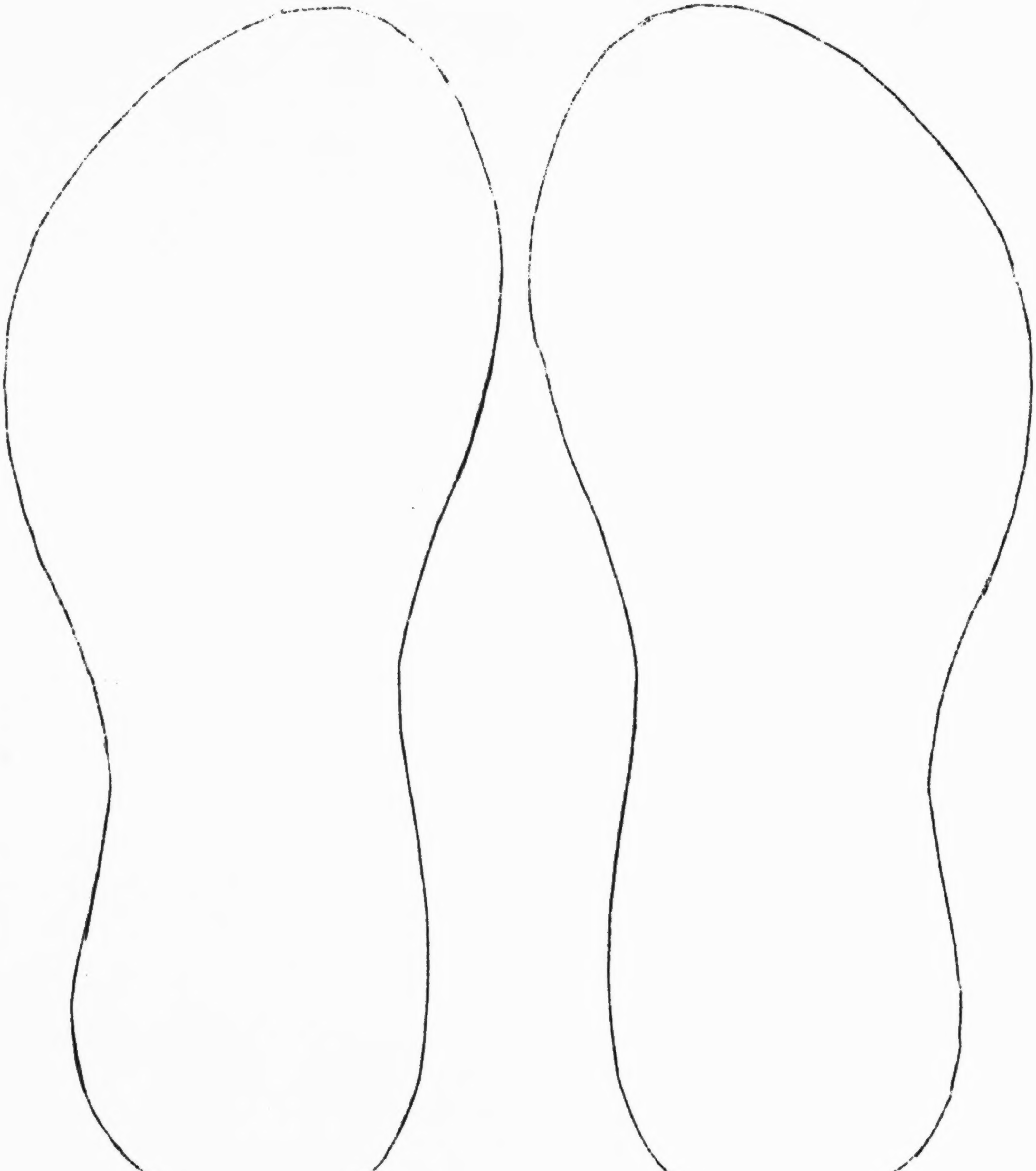

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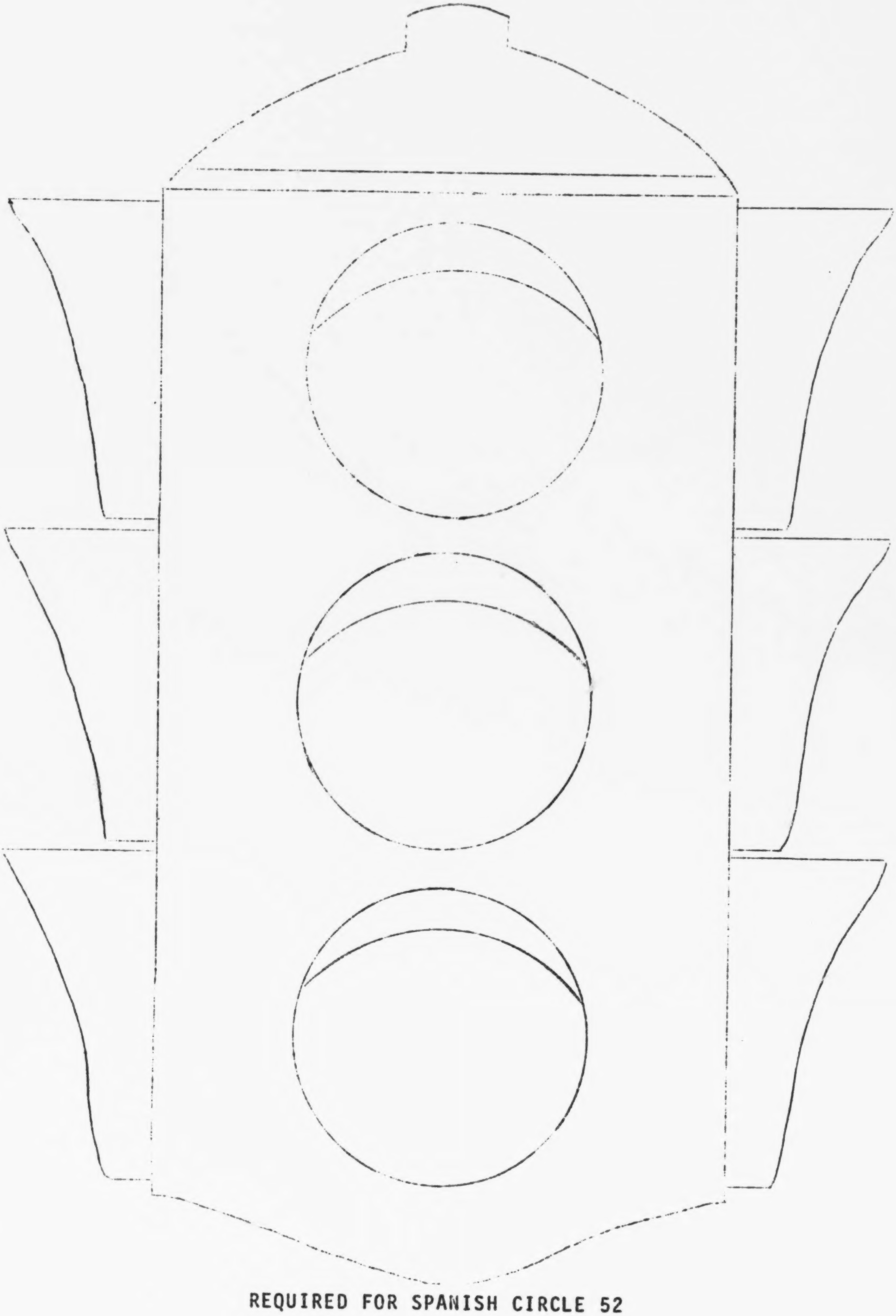

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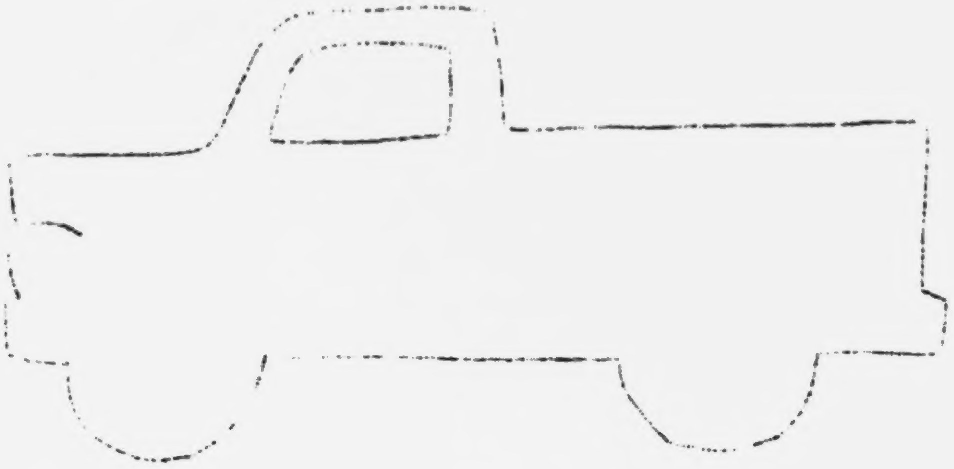

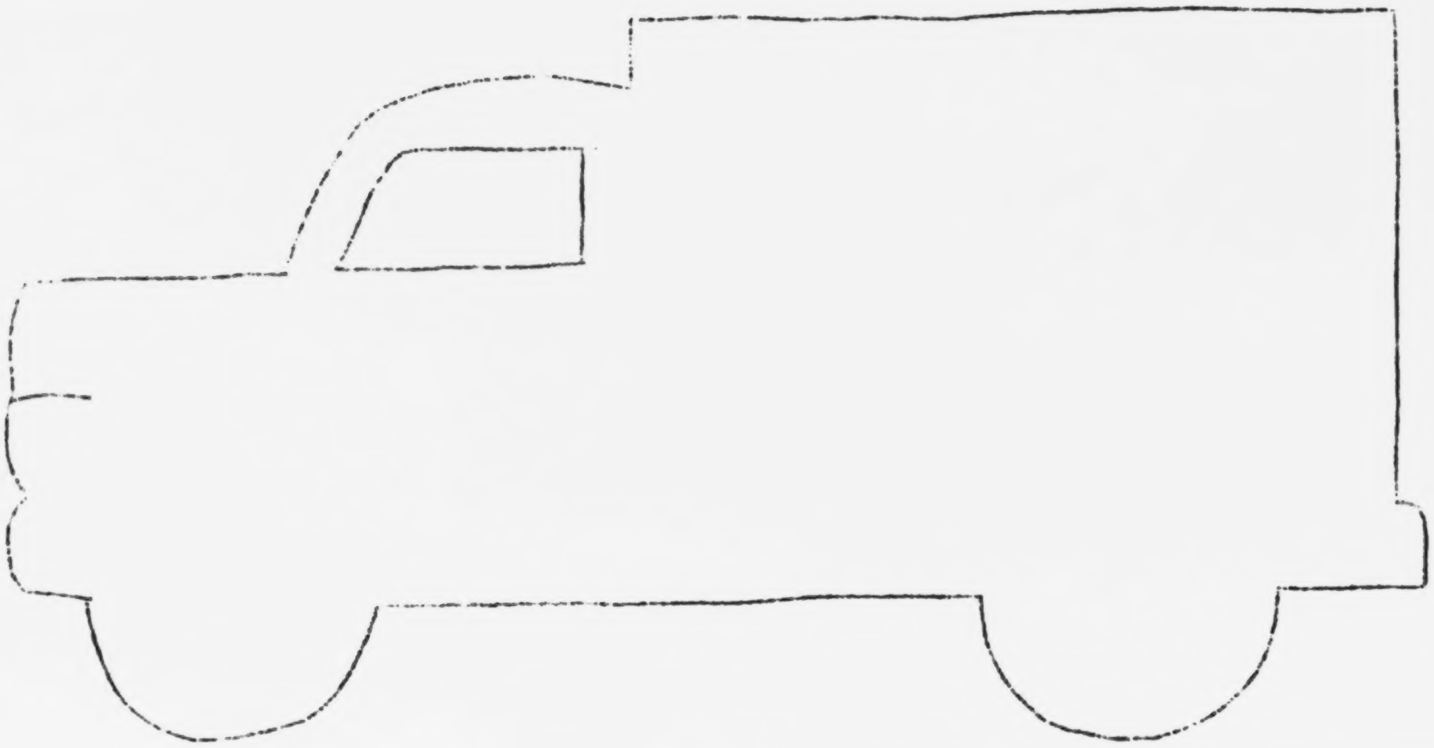

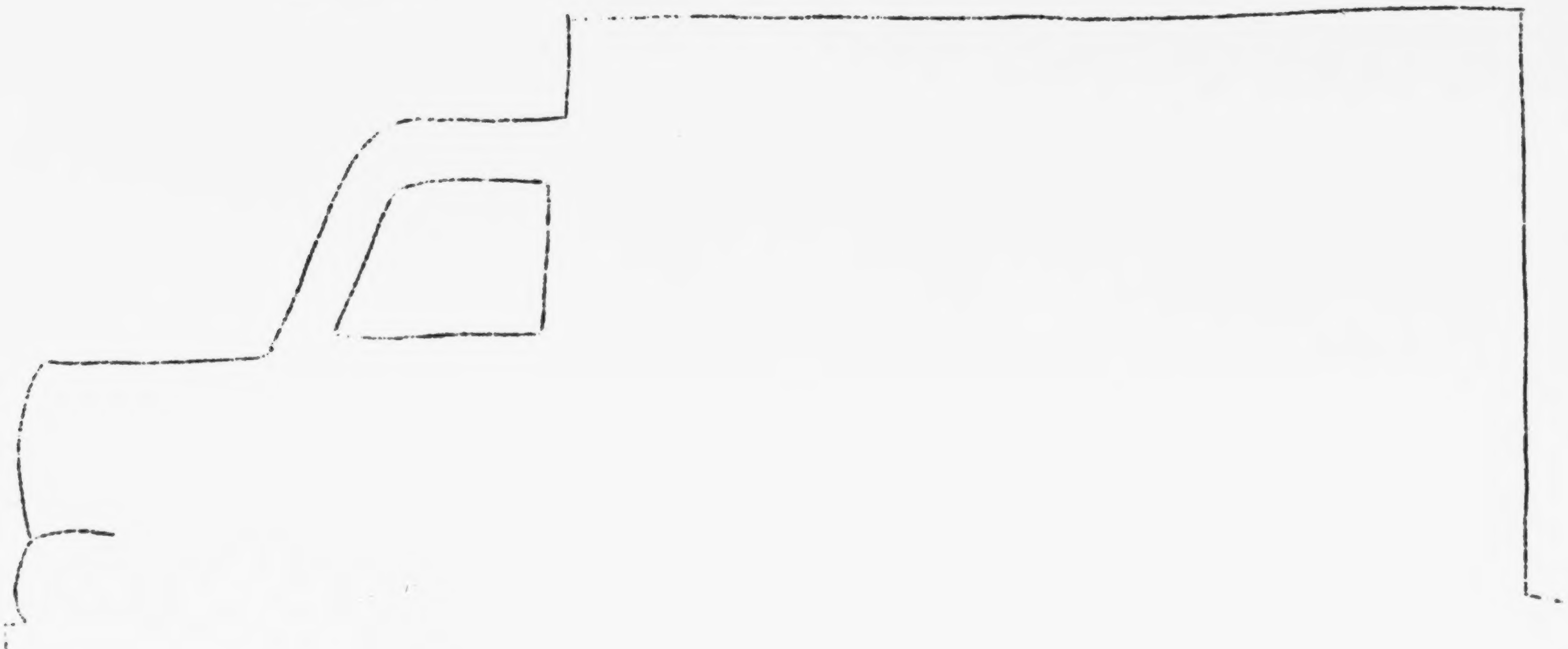

REQUIRED FOR SPANISH CIRCLE 53

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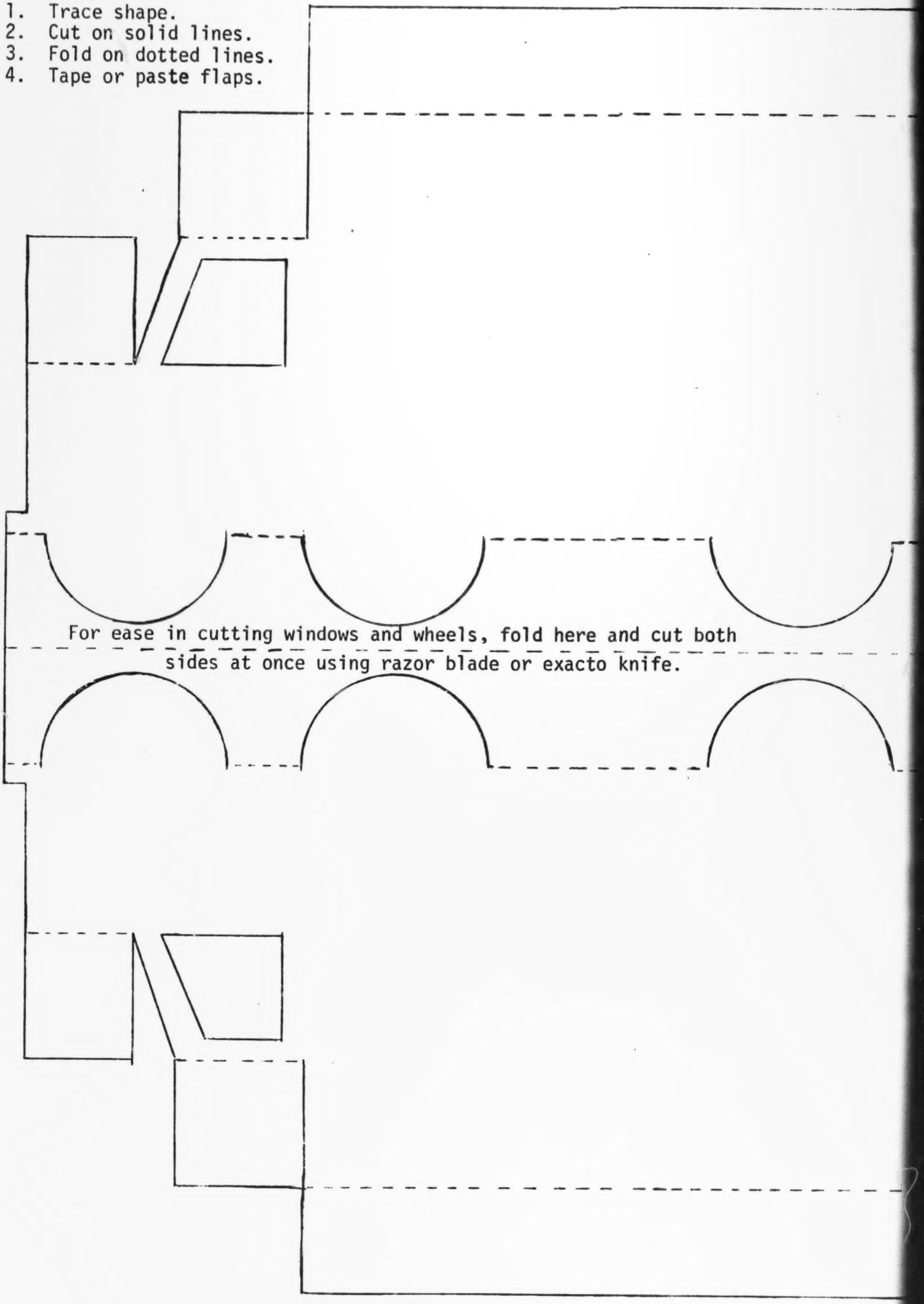
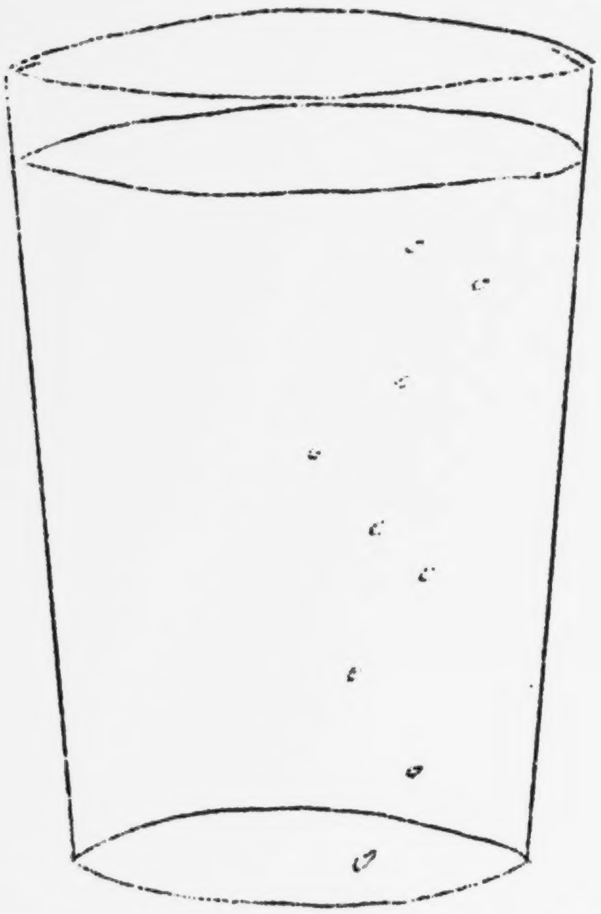
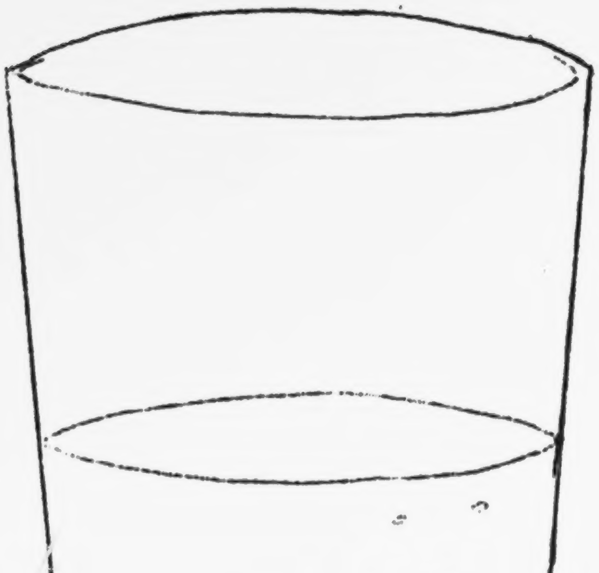
2. Cut on solid lines.
3. Fold on dotted lines.
4. Tape or paste flaps.

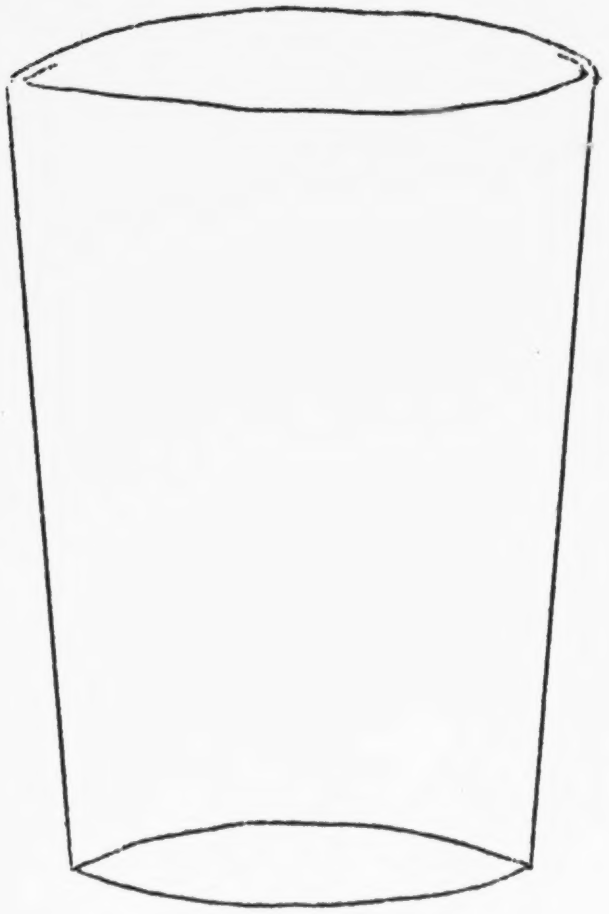


For ease in cutting windows and wheels, fold here and cut both sides at once using razor blade or exacto knife.

REQUIRED FOR SPANISH CIRCLE 53







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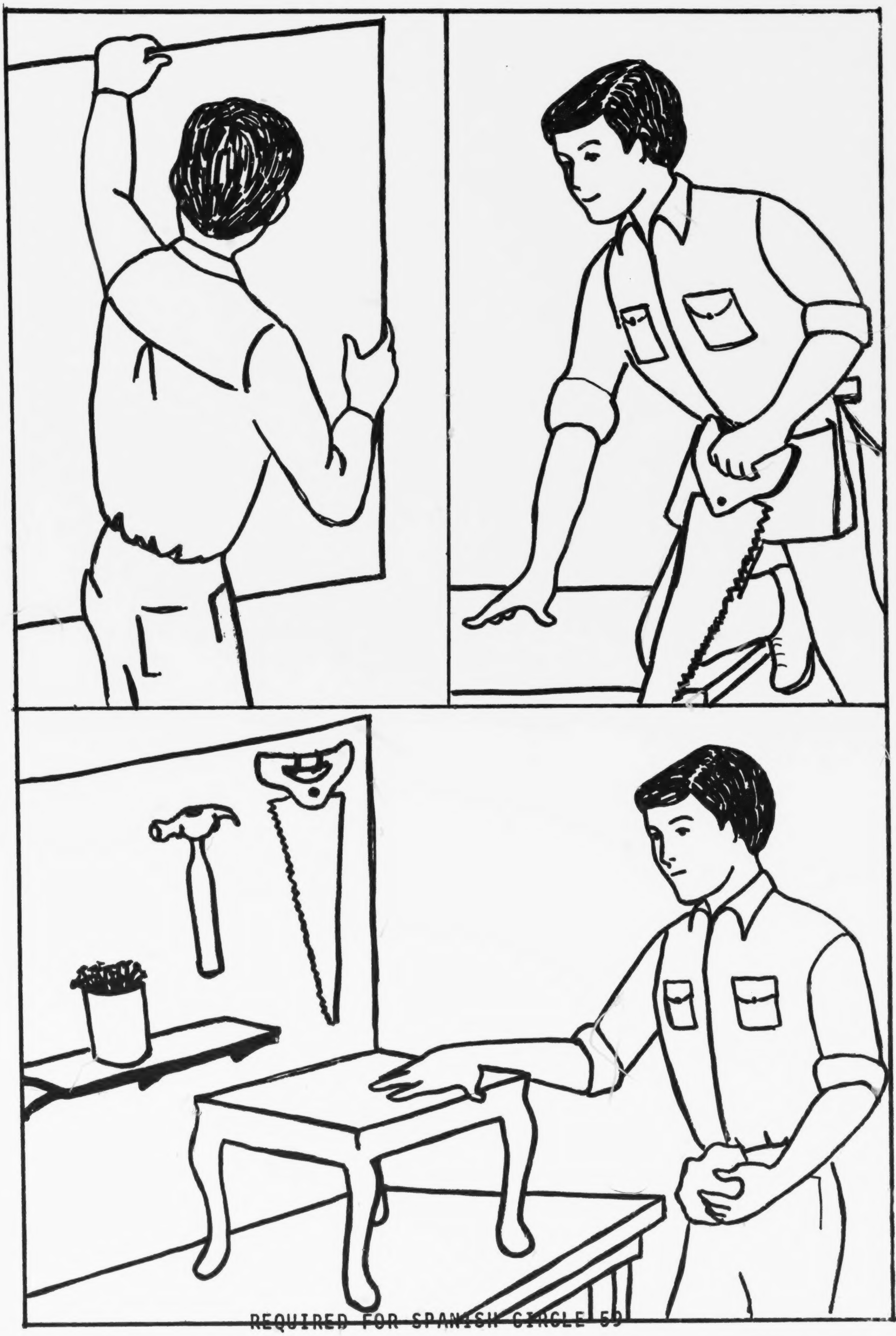

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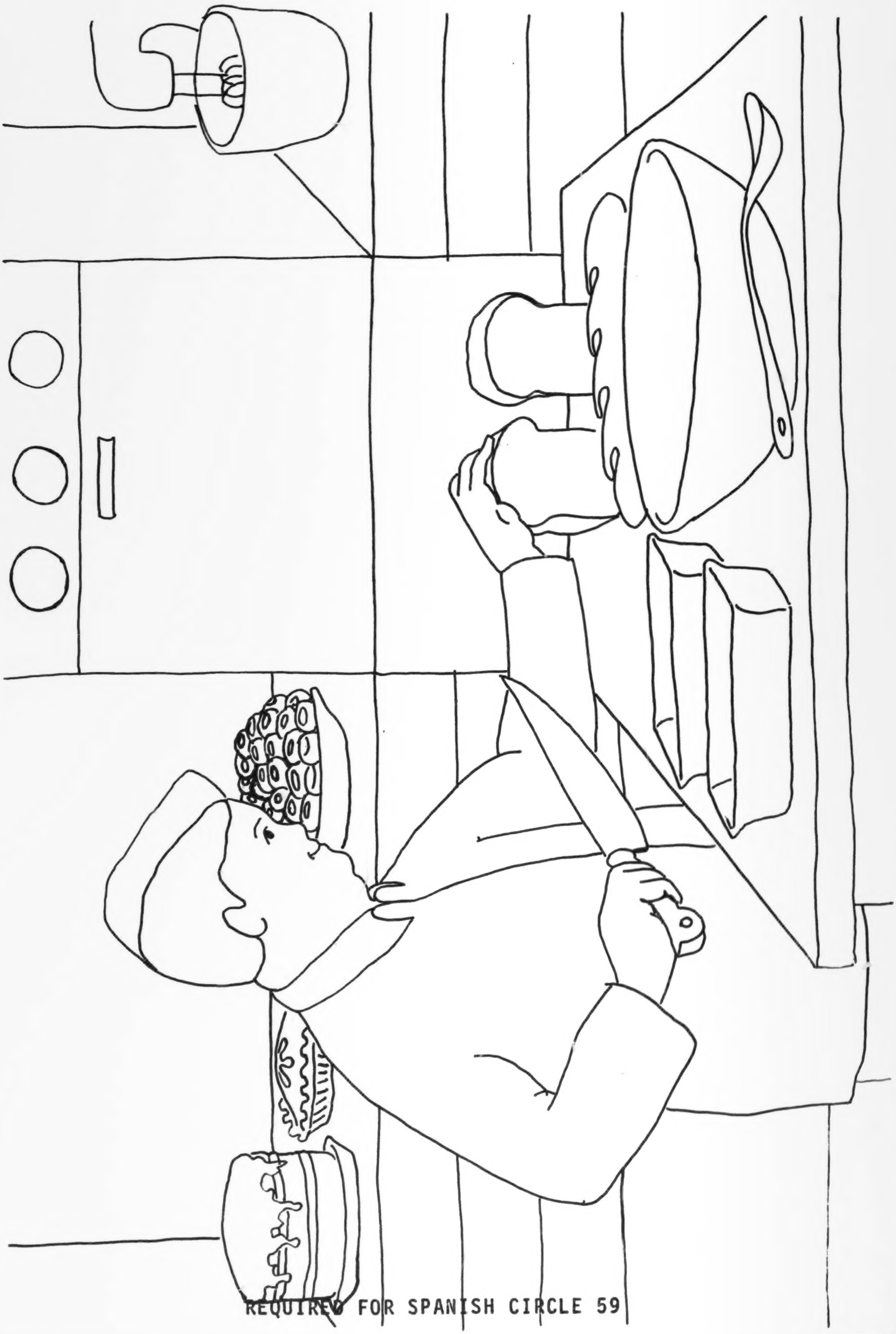

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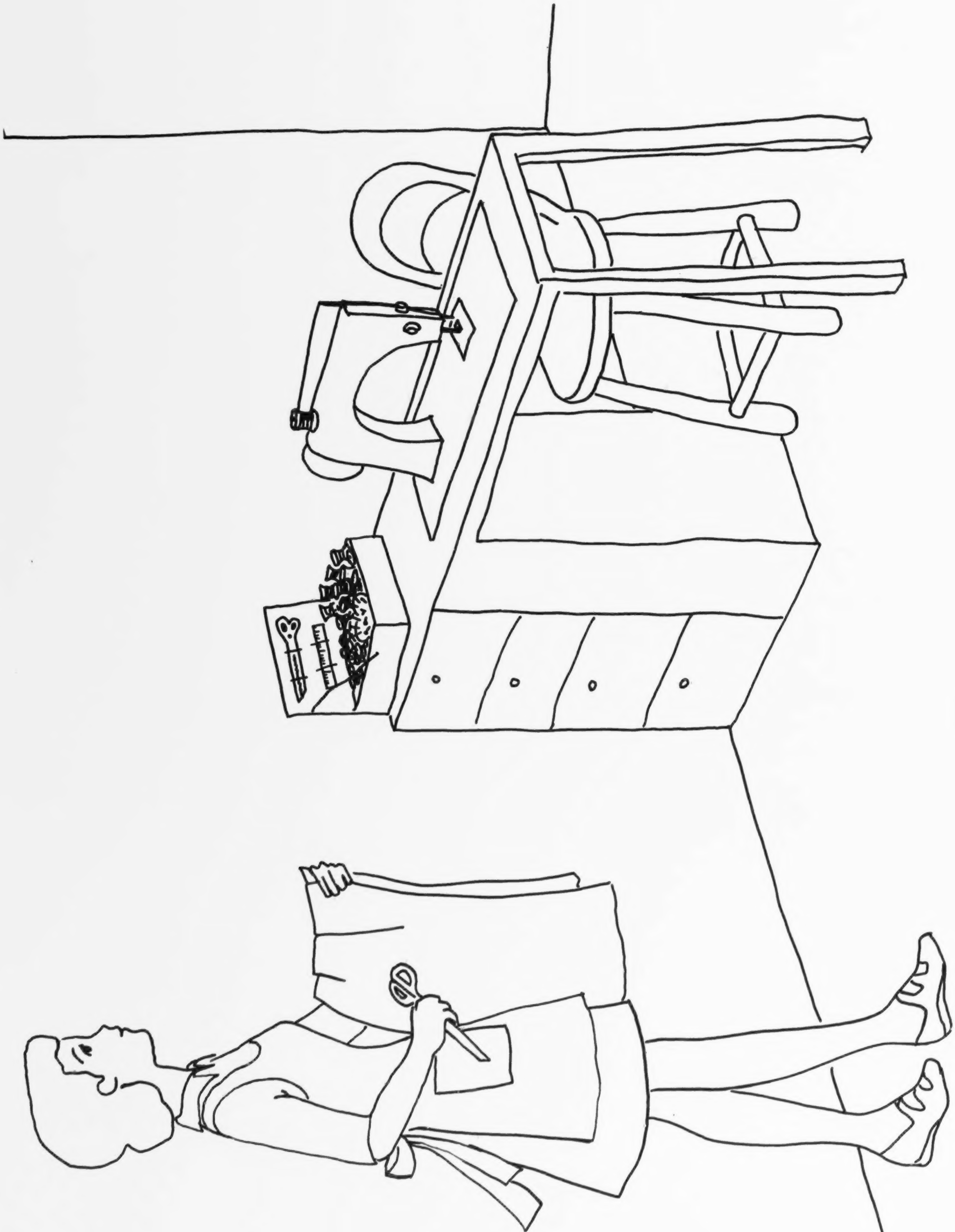

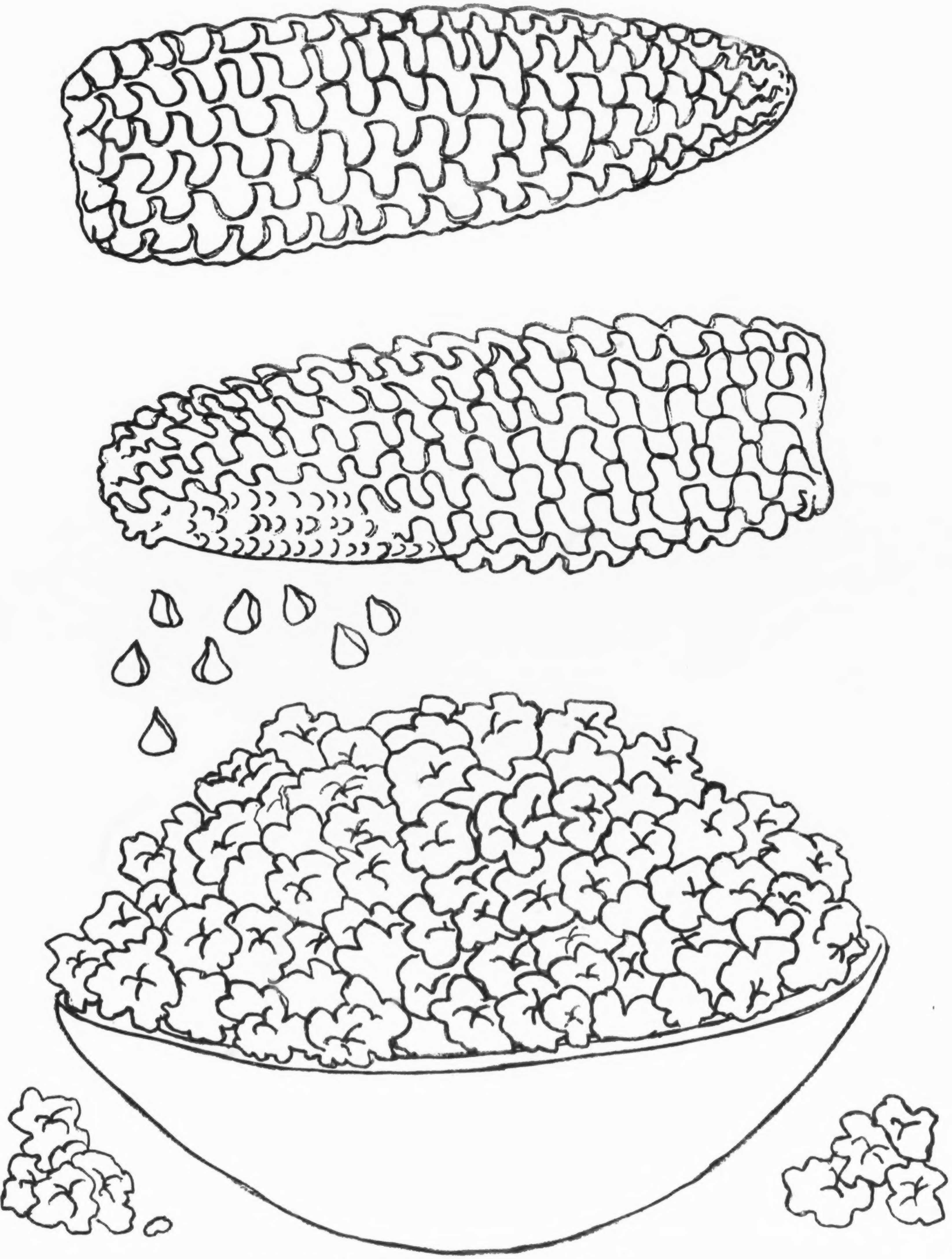

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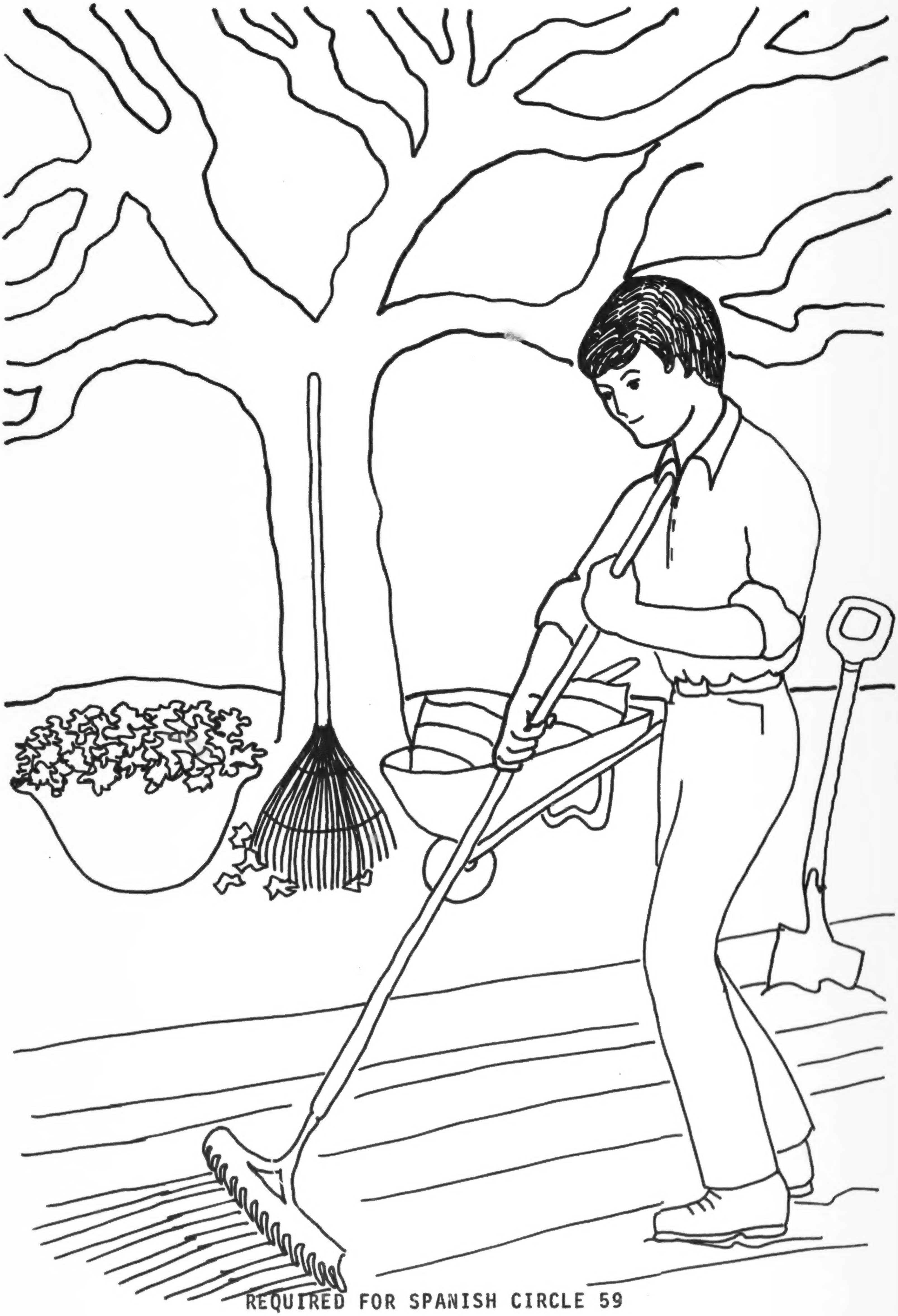

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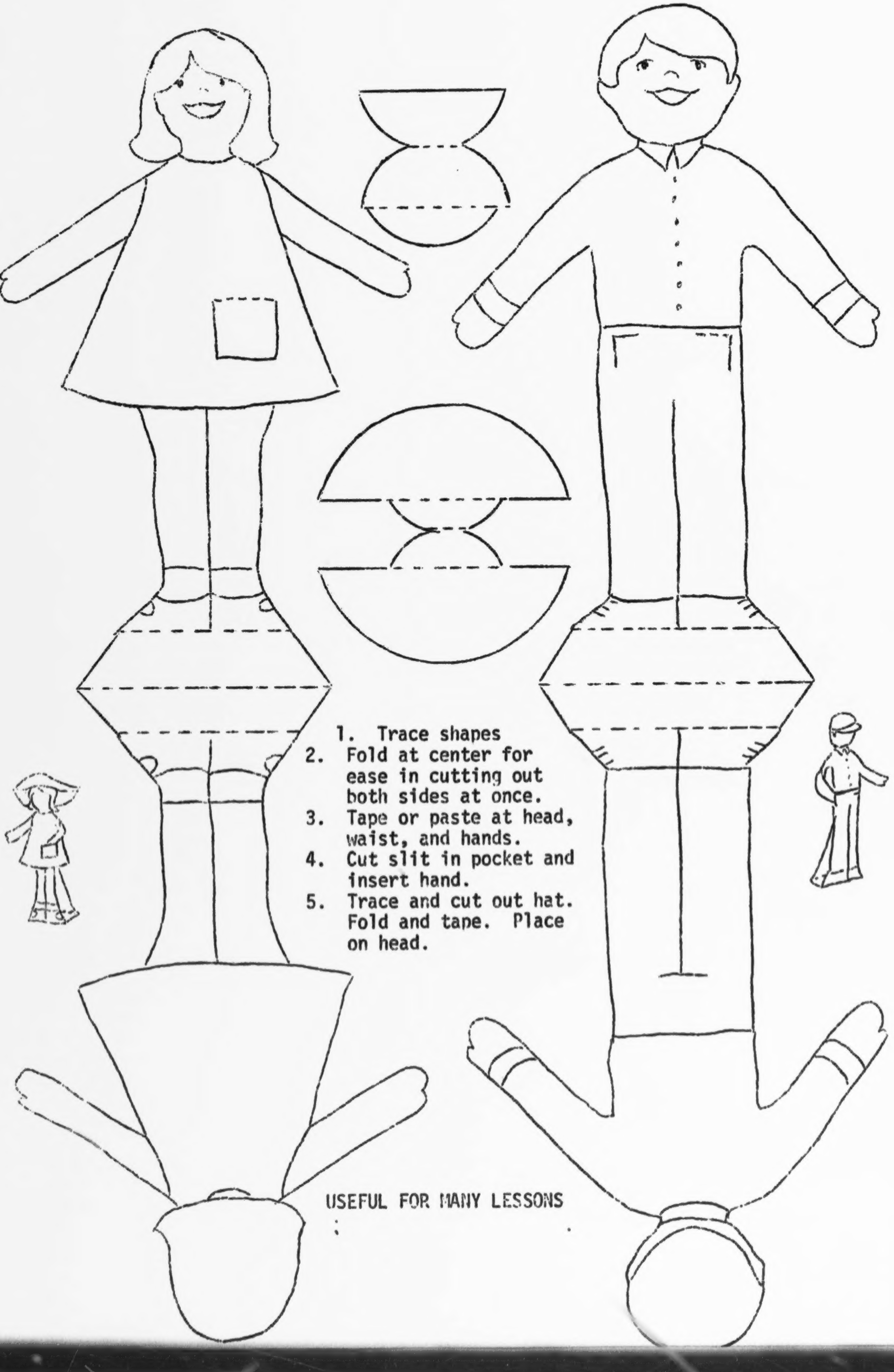
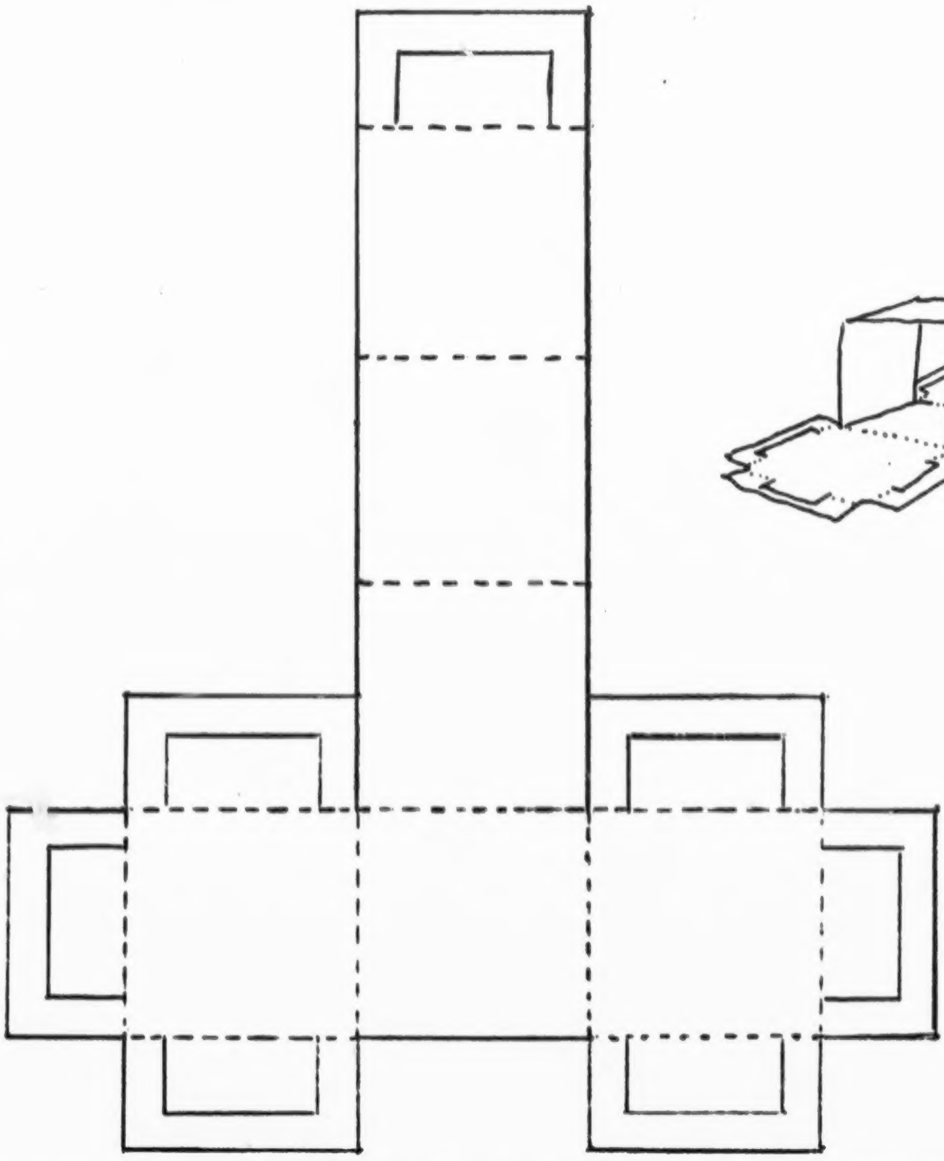
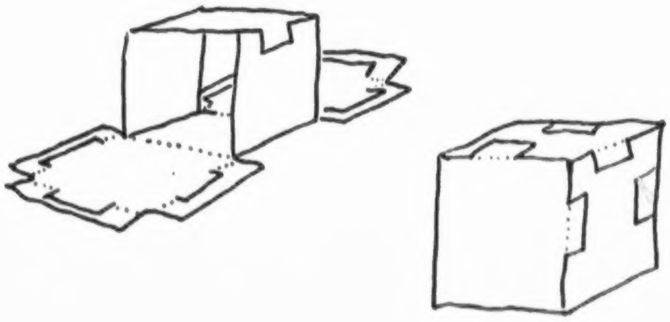


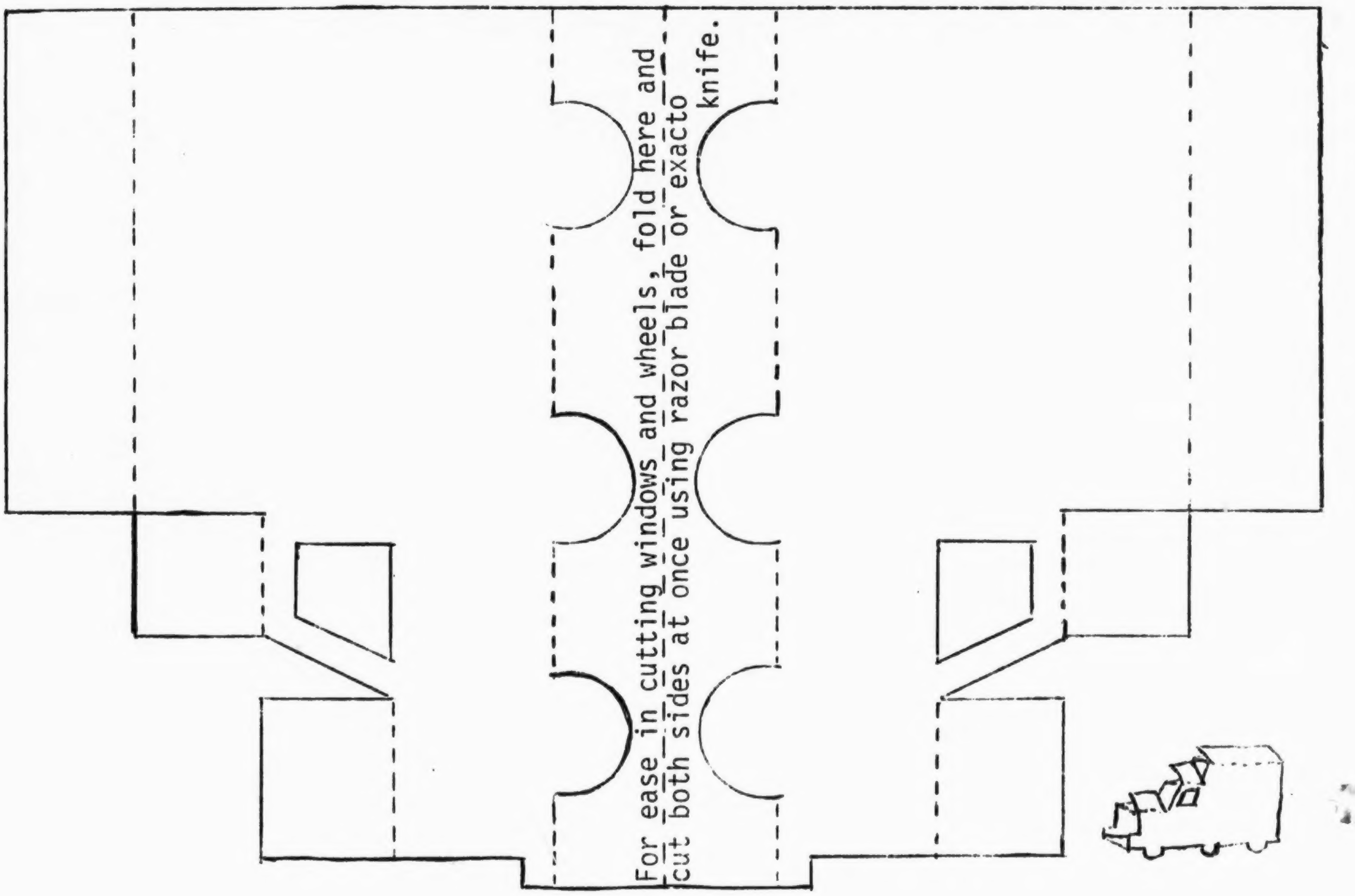
1. Trace shapes
2. Fold at center for ease in cutting out both sides at once.
3. Tape or paste at head, waist, and hands.
4. Cut slit in pocket and insert hand.
5. Trace and cut out hat. Fold and tape. Place on head.

USEFUL FOR MANY LESSONS

1. Trace shape.
2. Cut on solid lines.
3. Fold on dotted lines.
4. Tape or paste flaps.

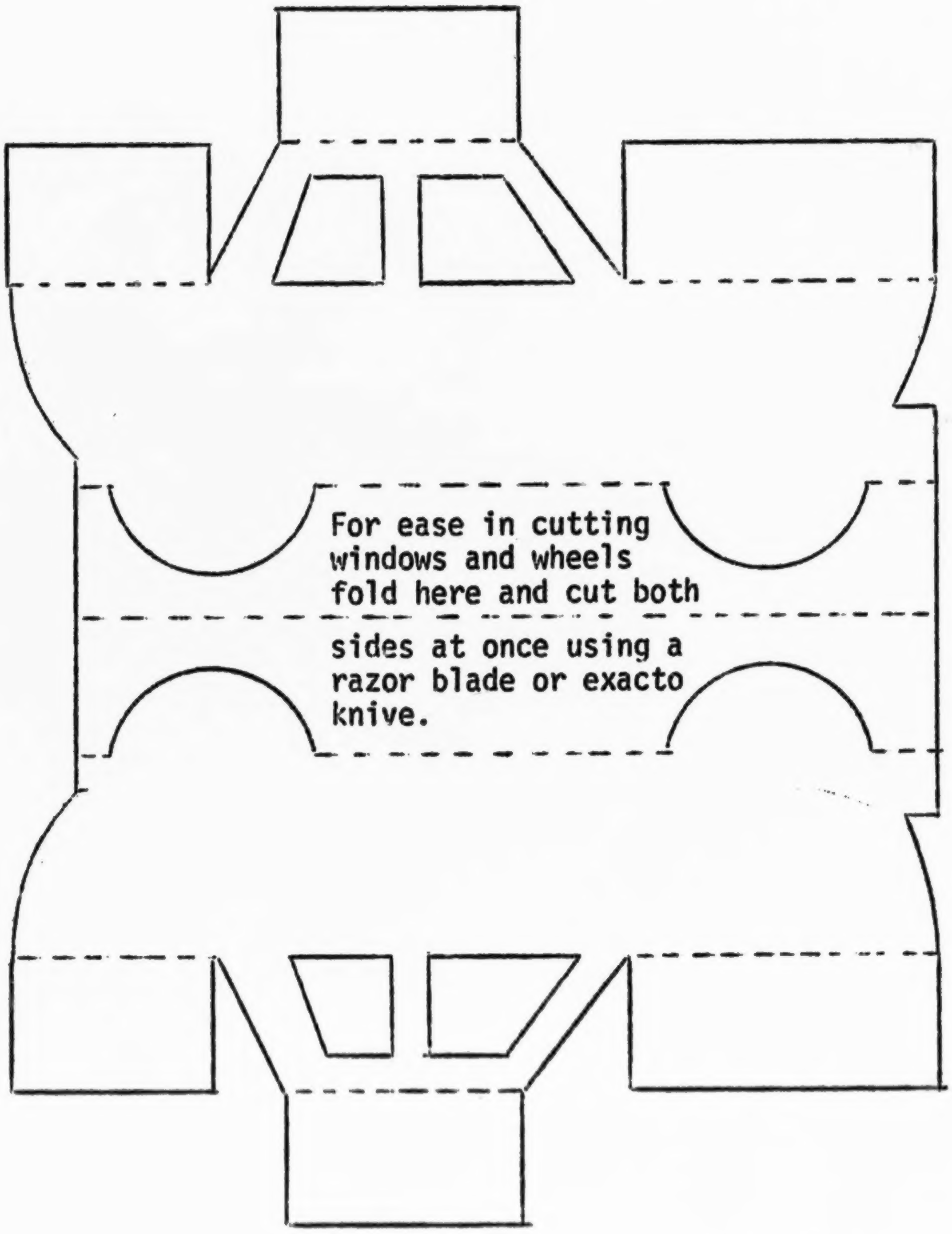




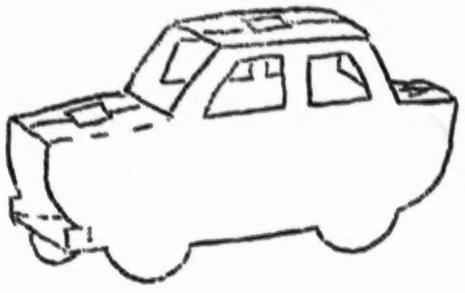


For ease in cutting windows and wheels, fold here and cut both sides at once using razor blade or exacto knife.

USEFUL FOR MANY LESSONS



For ease in cutting windows and wheels fold here and cut both sides at once using a razor blade or exacto knive.



1. Trace shape.
2. Cut on solid lines.
3. Fold on dotted lines.
4. Tape or paste flaps.

USEFUL FOR MANY LESSONS

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST

Structured Response

FOREIGN LANGUAGE INNOVATIVE CURRICULA STUDIES

James McClafferty
Project Director

REVISION STAFF

Richard C. Benjamin
Evaluation Director

Ralph F. Robinett
Consulting Editor

Revision Writers

Helen Carney
Barbara Stovall

Field Examiners

Beth Berghoff
Sherron Dean
Eleanor McCrumb
Alex Rose
Barbara Stovall
Diane Conforti
Dan Hallahan
Regina Richards
Lucy Smeltzer
Linda Van Dyke

This test is based on the Dade County Test of Language Development. The original test has been revised and enlarged by FLICS personnel with permission of the Division of Research, Development, and Evaluation, Dade County Board of Public Instruction, Miami, Florida. Inquiries should be addressed to Evaluation Director, Michigan Migrant Primary Interdisciplinary Program, 3800 Packard Road, Ann Arbor, Michigan 48104

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Directions for Administration

I. OBJECTIVE

The purpose of the test is to assess the child's ability to produce standard grammatical and phonological features when he speaks.

II. METHOD

A. Standard Stimulus. The child is shown three pictures which form a story. He is given a Stimulus (S) concerning one of the pictures. The Stimulus is structured so that the child will give a Response (R) containing a particular feature of grammar or pronunciation.

The procedure for giving the Stimulus (S) and scoring the Response (R) is as follows:

1. Give Stimulus, marked S
2. If Child does answer with underlined Response (R) record response number.
3. Give (S) second time if child gives no answer the first time.
4. Do not give any further help.
5. If child gives an answer which is not listed in the test, or if he doesn't respond after the second time, mark 0 (other)

B. Importance of Standard Stimulus. It is important to give the Stimulus (S) as it is written.

For example: (Question 5 - Stimulus)
PAST PARTICIPLE

S (Point to boy) (Child's name).
Ask the boy if he
always goes to this
river to fish.
Have you always...

As may be seen, if the examiner did not include the words, Have you always, the child could say, Do you always go, instead of Have you always gone. It would then become difficult to find out what word the child uses for gone without actually giving him a cue or answer.

C. Use of Tape Recorder. To help the teacher check on whether or not he has given a standard Stimulus, it is convenient to use a tape recorder during the testing sessions

Later on, when playing back the tape, the teacher may not only check on the standard Stimulus, but also recall various features from an individual child's test. The children will not be afraid of the recorder if they are allowed to hear themselves on the recorder a little bit before the test.

The tape recorder need not be used extensively to score the test, however. Examiners have found that on-the-spot scoring is not only more practical but equally or more reliable for checking sound differences that are important in the phonological and grammatical features tested.

III. GENERAL TEST CONSIDERATIONS

A. Time Required. The 43 items should take approximately 15 munutes to give.

B. Testing Room and Equipment. No extra equipment is needed besides the test booklet with its three pictures. You will need to reproduce five more response sheets. A tape recorder is advisable for the first few children as a means of self-checks.

C. Setting the Child at Ease. The teacher is at an advantage in the testing situation because the child already knows her. Working with the tape recorder may be strange for the child, and the test may be different from any he has encountered before. However, the tape recorder will help the teacher get the child to name his brothers and sisters, tell about a pet, tell about something he did well yesterday in class; or, if the child does not seem to be afraid, he may wish to tell about the things he sees in the first picture he is shown.

Sometimes the children are quite verbal, and sometimes they need help in this warm-up period. If the child does not respond to the questions above easily, it is best just to go right into the test. The praise given for answering will begin to make him feel at ease.

D. Praise for Answering. The child feels more relaxed and will try to give better answers if he is praised. Even if he misses giving the grammatical or phonological feature needed, praise may be given. However, the child is sensitive to false praise. It is better to give moderately positive comments such as, fine, or You're giving me lots of answers or even an enthusiastic uh-huh or O.K. Often words like, good and very good, begin to sound false. Also, testers sometimes find themselves saying, good, when the answer is standard and a dull uh-huh, when the answer is non-standard. Moderately positive comments will guard him from this tendency.

IV. SPECIFIC TEST CONSIDERATIONS

There are many questions the teacher will have as she begins to test. The most common are listed below:

1. What is the best way to give the Stimulus?

The Stimulus must always be read word for word. Sometimes you will find a line of dashes drawn over to a part of the Stimulus. It is helpful for the child to repeat the Stimulus from this part through to the end.

For example: (Question 34 - Stimulus)
USES OF BE

S	Let's name some things in this picture.
(Pointing)	These are dishes.
(Point to table)	These are chairs, and
(If necessary, help child repeat)- - - - - - - - -	This ...

If the child repeats this, it gives him a good start at producing the whole sentence. Otherwise, he may give a short answer, a table. The verb to be tested will be missed.

2. How do you get a child to repeat the last word?

After the teacher becomes somewhat familiar with the test, she will be able to use eye contact to have the child repeat what she says. The child will become used to the teacher looking up from the picture and will realize he is to repeat words.

This eye contact system has the advantage of being non-verbal, so the child can concentrate only on the question. Until the system is established, the teacher may need to deviate from the general instructions in the following way:

a. Read the entire Stimulus;
b. Tell the child, Say what I say, (child's name).
c. Repeat just the starting word of the child's sentence.
d. Repeat the entire Stimulus with the child's starting word given twice.

For example: Teacher: Did the father start to fish by himself, or did he wait for the boy?
He ...

Teacher: Say what I say, (child's name).

Teacher: He ...

If necessary,

Teacher: Did the father start to
fish by himself, or did
he wait for the boy?
He ...
He ...

3. What if a child remains silent?

If a child remains silent on a particular question, it may be that he doesn't know the meaning of one of the words. This has been anticipated to a great extent in the test. Changes have been made to use simpler words, or definitions have been provided. In any case, it is a good policy when the child is silent to ask:

Teacher: Do you know what (_____) means?
It means (simple synonym).
(Repeat Stimulus)

Even if the child says he knows what a word means, it is good to give the synonym.

Sometimes the child doesn't understand what the teacher is pointing to in the picture. However, if the teacher tries to give some verbal explanation, she may run the risk of giving the child the answer. Therefore, if the child does not seem to understand what the teacher is pointing to, the teacher may say:

Teacher: Point to the same thing I'm pointing to.
(Guide child's finger to same point)
(Repeat Stimulus)

4. What if a child generally does not give answers?

It is easy to assume that if a child does not give answers, he doesn't understand. It is just as easy to assume some erroneous causes. The teacher is at a distinct advantage in this testing situation. If a particular child does not give answers, the teacher may want to re-test him after she has tested several other children. Quickly reviewing the information she has accumulated with these children, she may pick out the simplest questions. Starting with these, the child will probably begin to answer questions.

5. Is it necessary to test exactly five students several times a year?

There is no magic about the number five. In other words, it is not a necessary number; it is only a convenient number. We would like to stress, however, that the value of the Structured Response test is it's ability to give the teacher a quick overview of her students' language needs. The more efficient the curriculum is in meeting the students' language needs, the more quickly the overview is likely to change. To ease the teacher's load, we recommend that she test five pupils taken at randon every six weeks or so. She can easily spend fifteen minutes with one pupil each day for a week.

6. What will the scoring system tell me?

The Structured Response test has eleven grammatical and phonological categories. After the teacher has tested five pupils, for example, she need spend only 15-20 minutes to arrive at the Category Percentages for the eleven categories. You will notice that the Category Sheet helps you keep record of the percentages for six testing dates. This record can show you if the curriculum's progress is meeting the students' language needs.

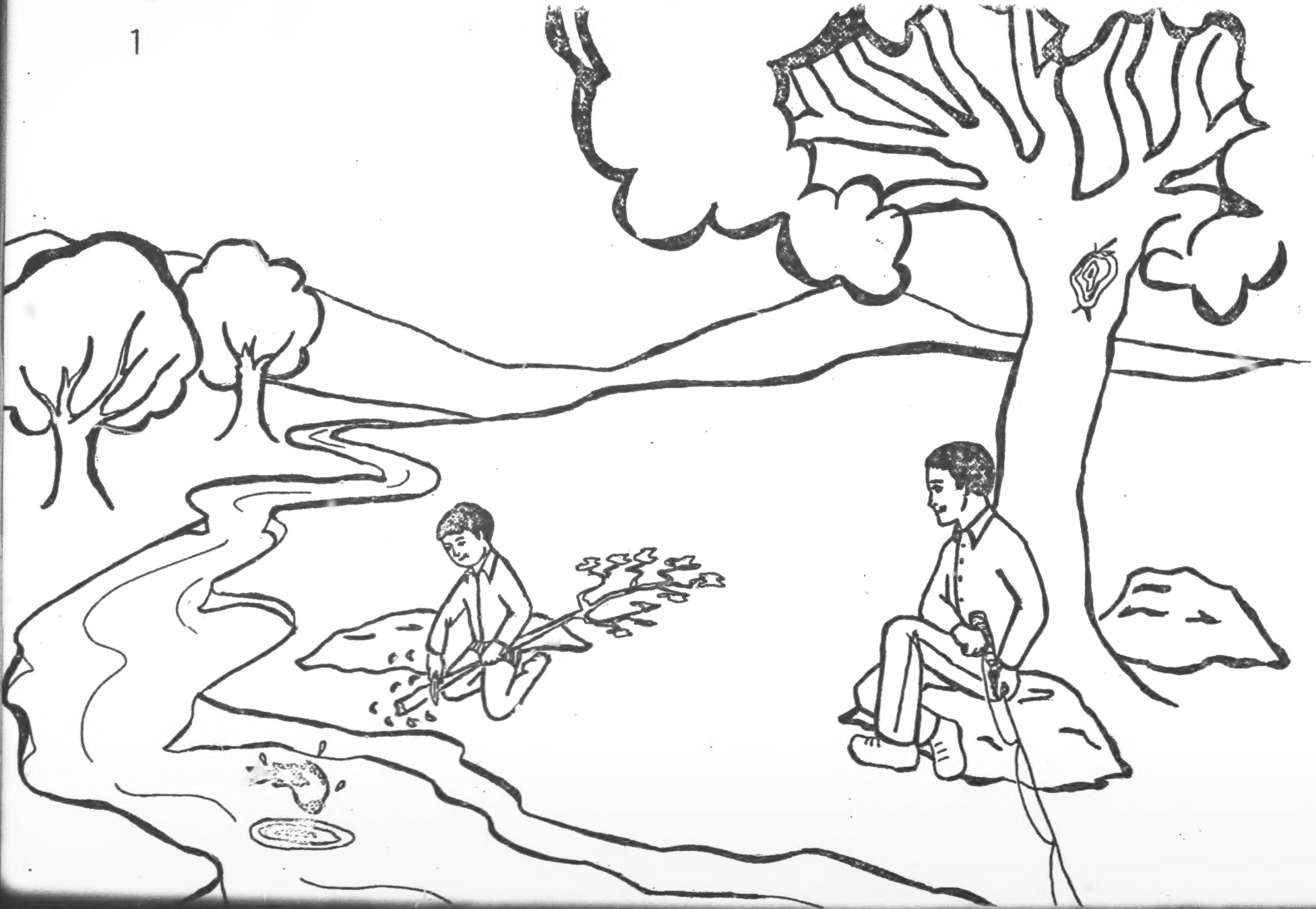
MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Directions for Administration	Example (Item 1 below)
a. Give Stimulus, marked S.	S Let's name some things, (child's name). This is a boy. This is the father, and these ...
b. As you read, point to Stimulus objects in picture. e.g., Point to boy when saying Point to father when saying Point to trees when saying	 This is a boy This is the father, and these ...
c. If child answers with an underlined Response, marked R, -Record response number on Response Sheet, e.g., (1) ... are trees	See section (R) in Item 1 below Recorded as: (1)
d. Response number is determined only by underlined portion; e.g., ... is trees e.g., ... is tadpoles	 Recorded as: (5) Recorded as: (5)
e. If child doesn't answer, or doesn't use an underlined Response, -Repeat Stimulus -having child join in with you from the dashes; e.g., (If necessary, have child repeat)- - - - - - - - -	See section (S) in Item 1 below -This is a boy. This is the father, and these ...
f. After second time, if child still doesn't answer, or doesn't use an underlined Response, -Record (0) -Go on to next item	Recorded as: (0) Other
g. Accept final response; e.g., If child says, ... are trees and then says, ... is trees	Recorded as: (5)

Example (Item 1)

S		R	
	Let's name some things, (child's name).	(1)	... are trees.
(Point to objects)		(5)	... is trees.
(If necessary,		(6)	... be trees.
have child repeat)- - -	-This is a boy. This is the father,	(7)	... trees. (verb omitted)
(Points to trees)	and these ...	(0)	Other

1



Test Items

1. USES OF BE
(Are as main verb)

S — Let's name some things, (child's name).

(Point to objects)
(If necessary,
help child repeat)- - - - - - - - -This is a boy.
This is the father,
(Point to trees) — and these ...

R (1) ... are trees.

(5) ... is trees.
(6) ... be trees.
(7) ... trees. (verb omitted)
(0) Other

2. PLURAL
(Regular - /z/ ending)

S (Point to trees) — Let's count these, (child's name).
One, two, ...
Three what?

R (1) Trees. (s pronounced /z/)

(5) Trees. (s pronounced /s/)
(6) Tree(_). (/z/ omitted)
(7) Treezez. (non-standard plural)
(0) Other

Use Picture 1

3. DOUBLE NEGATIVE

(Negated main verb plus affirmative noun determiner or noun subsititute: doesn't have plus *a*, *one*, or *any*)

S (Pointing) The father has a fishing pole, but the boy doesn't have ...

R
(1) ... *a* fishing pole.
(2) ... *one*.
(3) ... *any* fishing pole.
(4) ... *any*.

(5) ... *no* fishing pole.
(6) ... *none*.
(0) Other

4. USES OF HAVE

(*Have* as auxiliary; requires following past participle, *walked*)

S (Point to boy) (Child's name)
Ask the boy if he has walked along the river before.

R
(1) *Have* you *walked* along the river before?

(5) *Has* you *walked* along the river before?
(6) *Has* you *walk*(__) along the river before?
(7) *Have* you *walk*(__) along the river before?
(8) *Did* you *walk* along the river before?
(9) *Did* you *walked* along the river before?
(10) *Is* you *walk* along the river before?
(11) *Is* you *walked* along the river before?
(12) You *walk* along the river before? (*have* and *-ed* omitted)
(13) You *walked* along the river before? (*have* omitted)
(0) Other

Use Picture 1

5. PAST PARTICIPLE
(Irregular - past participle, gone, not the same as infinitive plus /d/, i.e., goed, nor as the past, went)

S	(Point to boy)	(Child's name) Ask the boy if he always goes to this river to fish.
	(Say with child)- - - - - - - - - -	-Have you always ...

R (1) ... gone to this river to fish?

(5) ... went to this river to fish?
(6) ... go to this river to fish?
(7) ... goes to this river to fish?
(8) ... goed to this river to fish?
(0) Other

6. PRONUNCIATION
(Initial consonant sound th pronounced as in thin, think)

S	(Holding thumb up)	What do you call this? A ...

R (1) thumb.

(5)	tum.	(/t/ substituted for th)
(6)	fum.	(/f/ substituted for th)
(7)	sum.	(/s/ substituted for th)
(0)	Other	

7. PRONUNCIATION
(Initial consonant cluster /sk/ pronounced)

S	(Point to ground)	We color grass green.
	(Point to sky)	What do we color blue? The ...

R (1) sky.

(5)	(_)ky.	(/s/ omitted from /sk/)
(6)	es-ky	(vowel added)
(0)	Other	

Use Picture 1

8. USES OF DO
(In questions, main verb, likes, changes to like with addition of does auxiliary)

S (Pointing to self) — (Child's name)
Ask me if the boy likes to fish.

R (1) Does the boy like to fish?

(5) Do the boy like to fish?
(6) Does the boy likes to fish?
(7) Do the boy likes to fish?
(8) The boy likes to fish? (does omitted)
(9) The boy like to fish? (does omitted)
(0) Other

9. PAST PARTICIPLE
(Irregular - past participle, made not the same as infinitive plus /t/, i.e., makt but is the same as irregular past)

S (Point to the boy) — Ask the boy if he always makes his own fishing pole.

(If necessary, help child repeat)- - - - - - - - - - - -Have you always ...

R (1) ... made your own fishing pole?

(5) ... make your own fishing pole?
(6) ... makes your own fishing pole?
(7) ... makt your own fishing pole?
(0) Other

NOTE: Child may confuse pronouns. Do not score his pronoun use. Score only the underlined form of past participle.

Use Picture 1

10. PRONUNCIATION

(Final consonant in the cluster /st/ pronounced)

S (Make slow swimming motion with hand, then make fast swimming motion) — Some fish swim very slow, and some fish swim very ...

R (1) ... fast.

(5) ... fas(_). (/t/ omitted from /st/)
(0) Other

11. PAST TENSE

(Regular - /t/ ending)

S (Point to fish) — Where did the fish jump?
(If necessary help child repeat)- - - - - - - - - - - - -The fish ...

R (1) ... jumped in the river.

(5) ... jump(_) in the river. (/t/ omitted)
(6) ... jump-ed in the river. (2 syllables)
(0) Other

12. USES OF DO

(Don't as auxiliary or as substitute for longer predicate; main verb, have, remains the same with addition of don't auxiliary; placement of not between auxiliary and main verb)

S (Holding up pencil or pen) — I have a pencil (pen) in my hand. Tell me if you have a pencil (pen) in your hand.

(If necessary, help child repeat)- - - - - - - - - - - - -No, I ...

R (1) ... don't (do not) (have a pencil).

(5) ... doesn't (does not) (have a pencil).
(6) ... don't (do not) has a pencil.
(7) ... has a pencil. (don't omitted)
(8) ... have a pencil. (don't omitted)
(9) Any answer where not (no) is placed before verb construction; e.g., "...not (no) have a pencil."
(0) Other

Use Picture 1

13. POSSESSIVE
(Regular - 's pronounced /z/)

S (Point to father's pole) Whose pole is this? This is the ...

R (1) ... father's (pole). ('s pronounced /z/)

(5) ... father's (pole). ('s pronounced /s/)
(6) ... father( ) (pole). (/z/ omitted)
(7) ... pole of the father. (non-standard possessive)
(0) Other

NOTE: Dad's, Daddy's and man's may be substituted for father's.

14. COMPARISON
(Superlative)

S (If necessary, help child repeat) - - - - - - - - - - - - -The boy thinks T. V. is fun; baseball's more fun, and fishing is the ...

R (1) ... most fun.
(2) ... best.

(5) ... fun. (positive)
(6) ... more fun. (comparative)
(7) ... funner. (non-standard comparative)
(8) ... more funner. (non-standard comparative)
(9) ... funnest. (non-standard superlative)
(10) ... most funnest. (non-standard superlative)
(11) Any antonym of fun, in any form, e.g., hard, harder, not fun.
(0) Other

Use Picture 1

15. USES OF HAVE
(Has as main verb)

S (Point to father's fishing pole) What does the father have in his hand?

(If necessary, help child repeat)- - - - - - - - - - - - -He ...

R (1) ... has a fishing pole (in his hand).

(5) ... have a fishing pole (in his hand).
(6) ... haf a fishing pole (in his hand).
(7) ... hab a fishing pole (in his hand).
(8) ... has a fishing pole (in his hand). (s pronounced /s/)
(0) Other

16. PAST TENSE
(Regular -/ɨd/ ending)

S Did the father need some string, or did the boy need some string?

(If necessary, help child repeat)- - - - - - - - - - - - -The ....

R (1) ... (boy, father) needed some string.

(5) ... (boy, father) needet some string. (/ɨt/ substituted for /ɨd/)
(6) ... (boy, father) need(_) some string. (/ɨd/ ending omitted)
(0) Other

17. SUBJECT-VERB AGREEMENT
(/s/ ending on verb)

S Does the father go home, or does he keep on waiting?

(If necessary, help child repeat)- - - - - - - - - - - - -He ...

R (1) ... keeps on waiting. (s pronounced /s/)

(5) ... keep(_) on waiting. (/s/ omitted)
(0) Other

NOTE: If child says, He goes home, reply, But, the father's still there. Then repeat the question.

Use Picture 1

18. USES OF HAVE
(Had as main verb)

S (Child's name) What did you have for lunch yesterday?

(If necessary, help child repeat)- - - - - - - - - - - - -I ...

R (1) ... had etc.

(5) ... have etc.
(6) ... has etc.
(7) ... hab etc.
(8) ... haf etc.
(9) ... hat etc.
(0) Other

19. PLURAL
(Regular - /s/ ending)

S (Point to rocks, one at a time) This is a rock. This is a rock, and this is another rock. So, there are three ...

R (1) ... rocks. (s pronounced /s/)

(5) ... rock(_). (/s/ omitted)
(6) ... rock-ez. (ez pronounced /ɨz/)
(7) ... rock-es. (es pronounced /ɨs/)
(8) ... rock-sez. (sez pronounced /sɨz/)
(9) ... rock-ses. (ses pronounced /sɨs/)
(0) Other

20. PRONUNCIATION
(Final consonant sound th pronounced as in bath or as in bathe)

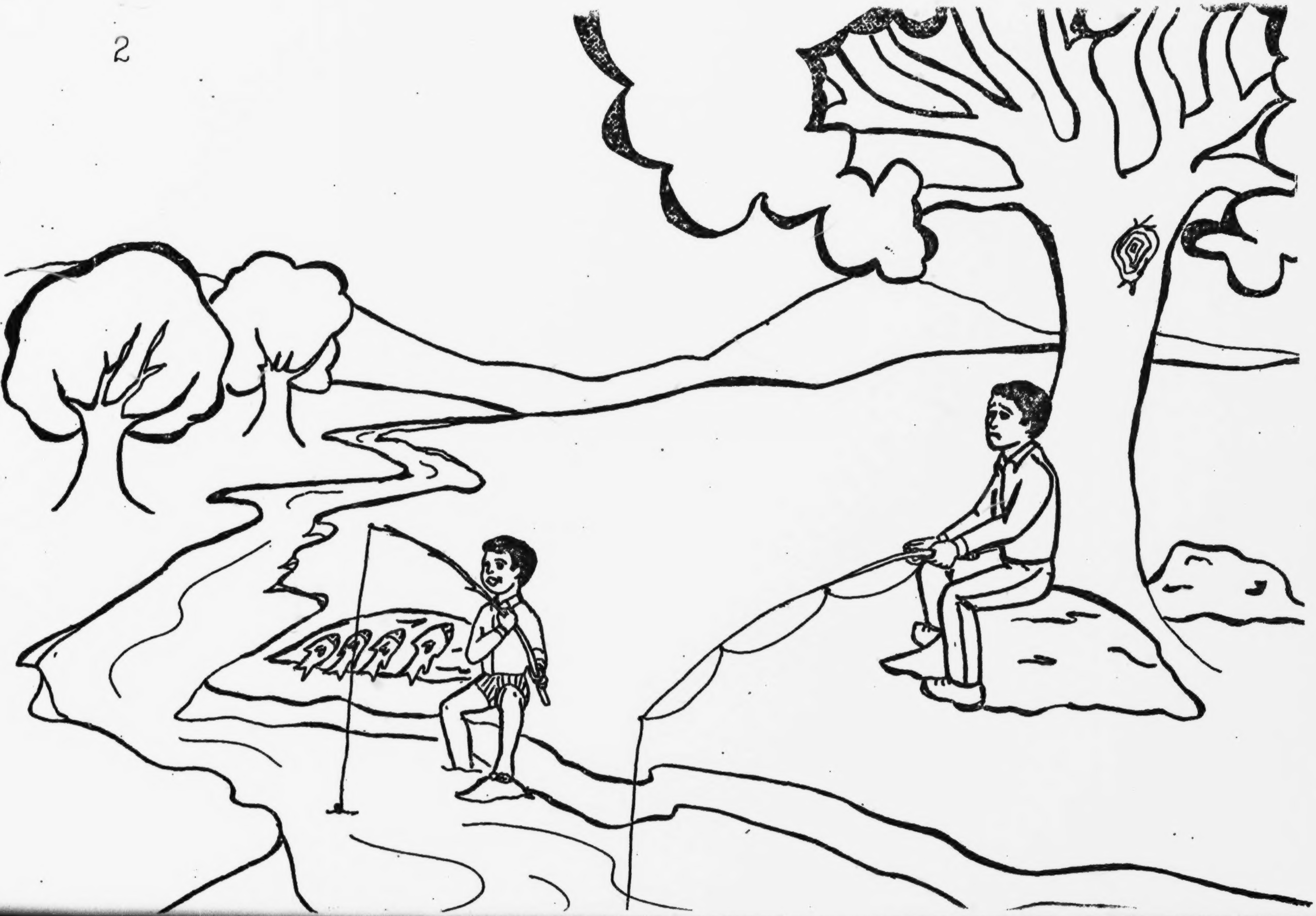
S Is the boy fishing by himself?
No, he's fishing ...

R (1) ... with his father.

(5) ... wit his father. (/t/ substituted for th)
(6) ... wid his father. (/d/ substituted for th)
(7) ... wif his father. (/f/ substituted for th)
(8) ... wis his father. (/s/ substituted for th)
(0) Other

Use Picture 1

2



CHANGE TO PICTURE 2

21. USES OF DO
(Doesn't as auxiliary or as substitute for longer predicate; main verb, wears, changes to wear with addition of doesn't auxiliary; placement of not between auxiliary and main verb)

S (Point to father's shoes) — The father wears shoes in this picture. Tell me if the boy wears shoes.

(If necessary, help child repeat)- - - - - - - - - - - - -No, he ...

R (1) ... doesn't (does not) (wear shoes).

(5) ... don't (do not) (wear shoes).
(6) ... doesn't (does not) wears shoes.
(7) ... don't (do not) wears shoes.
(8) ... wear shoes. (doesn't omitted)
(9) ... wears shoes. (doesn't omitted)
(0) Other

22. COMPARISON
(Superlative)

S (Point to each fish starting with the smallest, on the left) — Here are four fish. This fish is short; this one is long. This one one is longer; and this fish is the very ...

R (1) ... longest (one).
(2) ... longes( ) (one).

(5) ... long (one). (positive)
(6) ... longer (one). (comparative)
(7) ... more long (one). (non-standard comparative)
(8) ... more longer (one). (non-standard comparative)
(9) ... most long (one). (non-standard superlative)
(10) ... most longest (one). (non-standard superlative)
(11) Any antonym of long, in any form; e.g., short, shorter, not long.
(0) Other

Use Picture 2

23. PLURAL
(Irregular)

S (Point to boy's feet) Here's a foot. And here's a foot. So there are two ...

R (1) ... feet.

(5) ... foots.
(6) ... feets.
(7) ... foot.
(0) Other

NOTE: If a child does not use some form of the word feet, say, (showing hands) These are my hands, and (showing feet) These are my ...

24. POSSESSIVE
(Regular -'s pronounced /ɨz/)

S (Point to fish's tail) Whose tail is this? This is the ...

R (1) ... fish's (tail). ('s pronounced /ɨz/)

(5) ... fish's (tail). ('s pronounced /ɨs/)
(6) ... fish(_) (tail). (/ɨz/ ending omitted)
(7) ... tail of the fish. (non-standard possessive)
(0) Other

NOTE: Do not score pronunciation problem, ish. Score only the underlined form of the possessive.

25. SUBJECT - VERB AGREEMENT
(/ɨz/ ending on verb)

S Does the boy use big worms or little worms to get the fish?

(If necessary, help child repeat)- - - - - - - - - - - - -He ...

R (1) ... uses (big, little) worms. (es pronounced /ɨz/)

(5) ... uses (big, little) worms. (es pronounced /ɨs/)
(6) ... use(_). (plural ending omitted)
(0) Other

Use Picture 2

26. COMPARISON
(Comparative)

S (Pointing to boy) (Point to smallest fish) — The boy is little, but the fish is much ...

R (1) ... littler.

(5) ... little. (positive)
(6) ... more little. (non-standard comparative)
(7) ... more littler. (non-standard comparative)
(8) ... littlest. (superlative)
(9) much. (adjective omitted)
(10) Any antonym of little, in any form; e.g., big, bigger, not little.
(0) Other

NOTE: Smaller (small, smallest) may be substituted for littler (little, littlest).

27. USES OF HAVE
(Have as auxiliary; requires following past participle, fished)

S — Ask the boy if he has ever fished before.

R (1) Have you ever fished before?

(5) Has you ever fished before?
(6) Has you ever fish(_) before?
(7) Have you ever fish(_) before?
(8) Did you ever fish before?
(9) Did you ever fished before?
(10) Is you ever fish before?
(11) Is you ever fished before?
(12) You ever fish(_) before? (have and -ed omitted)
(13) You ever fished before? (have omitted)
(0) Other

Use Picture 2

28. PAST PARTICIPLE

(Irregular - past participle, seen, not the same as infinitive plus /d/, i.e., seed, nor as the past, saw)

S Ask the boy if he always sees a lot of fish in the river.

(If necessary, help child repeat)- - - - - - - - - - - - -Have you always ...

R (1) ... seen a lot of fish (in the river)?

(5) ... saw a lot of fish (in the river)?
(6) ... see a lot of fish (in the river)?
(7) ... sees a lot of fish (in the river)?
(8) ... seed a lot of fish (in the river)?
(0) Other

29. PAST TENSE

(Regular - /d/ ending)

S (Point to boy's mouth) Did the boy cry a lot or did he smile a lot?

(If necessary, help child repeat)- - - - - - - - - - - - -He ...

R (1) ... smiled (a lot).

(5) ... smilt (a lot). (/t/ substituted for /d/)
(6) ... smile(_) (a lot). (/d/ omitted)
(7) ... smil-ed (a lot). (2 syllables)
(8) ... smil-et (a lot). (2 syllables)
(0) Other

Use Picture 2

30. DOUBLE NEGATIVE
(Negated main verb plus affirmative noun determiner or noun substitute: aren't plus any, or (_) birds)

S (Point to the sky) There are no birds in the sky.
So we can say that there aren't ...

R (1) ... any.
(2) ... any birds.
(3) ... birds.

(5) ... no birds.
(6) ... none.
(0) Other

31. PRONUNCIATION
(Consonant sound ng pronounced)

S (Point to fish) Fish swim with fins.
What do birds fly with?

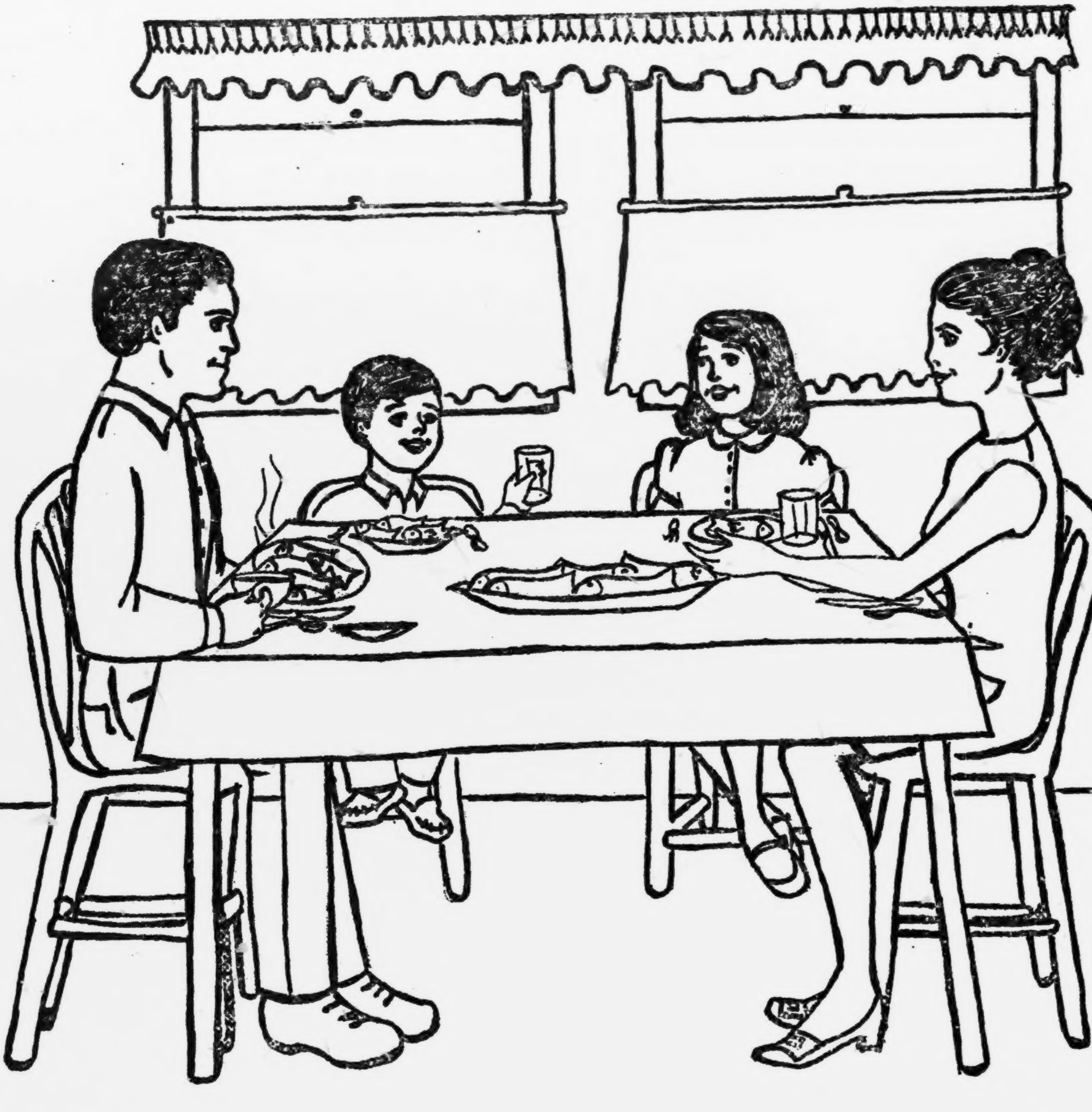
R (1) Wings.
(2) (A) wing.
(3) (A) wink(_).
(4) Wing-ez (-es).

(5) Win. (/n/ substituted for ng)
(6) Wins. (/n/ substituted for ng)
(0) Other

NOTE: Child may have difficulty with /z/ pluralization. Do not score pluralization problem. Score only the underlined pronunciation problem.

If the child answers, feathers, ask, (Holding arms out to simulate wings) What are the feathers on? Or, ask, (Holding arms out) What do airplanes fly with?

Use Picture 2



CHANGE TO PICTURE 3

32. PAST TENSE
(Irregular - past, went, not the same as infinitive plus /d/, i.e., goed)

S When the father and boy finished fishing, where did they go?
(If necessary, help child repeat)- - - - - - - - - - - - -They ...

R (1) ... went home.

(5) ... go home.
(6) ... goed home.
(7) ... go-ed home. (2 syllables)
(0) Other

33. USES OF BE
(Were as main verb or as substitute for longer predicate)

S (Point to father and boy) Who was tired?
(If necessary, help child repeat)- - - - - - - - - - - - -They both ...

R (1) ... were (tired).

(5) ... was (tired).
(6) ... is (tired).
(7) ... are (tired).
(8) ... be (tired).
(9) ... tired. (verb omitted)
(10) They. (verb omitted)
(0) Other

34. USES OF BE
(Is as main verb)

S (Point to each object) Let's name some things in this picture. These are dishes. These are chairs, and
(If necessary, help child repeat)- - - - - - - - - - - - -this ...

R (1) ... is (a table).

(5) ... are (a table).
(6) ... be (a table).
(7) ... a (table). (verb omitted)
(0) Other

Use Picture 3

35. PLURAL
(Regular - /ɨz/ ending)

S	(Point to glass) (Point to glass)	This is a glass. This is a glass. That makes two ...

R	(1)	... glasses.	(es pronounced /ɨz/)
	(5)	... glasses.	(es pronounced /ɨs/)
	(6)	... glass(_).	(plural ending omitted)
	(0)	Other	

36. PRONUNCIATION
(Initial ch sound pronounced)

S	(Point to chair)	What's the mother sitting in? A ...

R	(1)	... chair.	
	(5)	... shair.	(sh substituted for ch)
	(0)	Other	

37. POSSESSIVE
(Regular - 's pronounced /s/)

S	(Point to girl) (Point to blouse)	Let's call the girl Janet. Whose blouse is this? This is ...

R	(1)	... Janet's (blouse).	
	(5)	... Janet(_) (blouse).	(/s/ omitted)
	(6)	... the blouse of Janet.	(non-standard possessive)
	(0)	Other	

Use Picture 3

38. USES OF BE

(Isn't as main verb or as substitute for longer predicate; requires following present participle, wearing; placement of not between auxiliary and main verb)

S	(Point to father and boy)	The father and boy are wearing shirts,
	(Point to girl)	but
	(Shake head "No")- - - - - - - - - - -	the girl ...

R (1) ... isn't (is not) (wearing a shirt).

(5) ... aren't (are not) (wearing a shirt).
(6) ... ain't (wearing a shirt).
(7) ... not (no) wearing a shirt.
(8) ... doesn't (does not) (wear a shirt).
(9) ... don't (do not) (wear a shirt).
(0) Other

NOTE: Child may have difficulty with a shirt. Do not score the double negative problem. Score only the underlined use of be.

39. USES OF DO

(In questions, main verb, baked, changes to bake with addition of did auxiliary)

S	(Point to mother)	Ask the mother if she baked a pie?

R (1) Did you bake a pie?

(5) Do you bake a pie?
(6) Does you bake a pie?
(7) Do you baked a pie?
(8) Does you baked a pie?
(9) Did you baked a pie?
(10) You baked a pie? (did omitted)
(11) You bake a pie? (did omitted)
(0) Other

NOTE: Child may confuse pronouns. Do not score his pronoun use. Score only the underlined use of do.

Use Picture 3

40. COMPARISON
(Comparative)

S — Fish for supper is very good, but the boy likes hot dogs much ...

R
(1) ... better.
(2) ... more.

(5) ... best. (superlative)
(6) ... bestest. (non-standard superlative)
(7) ... good. (positive)
(8) ... more good. (non-standard comparative)
(9) ... more better. (non-standard comparative)
(10) much. (adverb omitted)
(0) Other

41. DOUBLE NEGATIVE
(Negated main verb plus affirmative noun determiner or noun substitute: don't want plus any, more, or any more)

S (Point to mother) — The mother wants to know if the boy wants more milk. The boy says, "No, I don't want ...

R
(1) ... any more (milk)."
(2) ... more (milk)."
(3) ... any (milk)."
(4) ... milk."

(5) ... no more (milk)."
(6) ... no milk."
(7) ... none."
(0) Other

Use Picture 3

42. SUBJECT-VERB AGREEMENT
(No ending on main verb)

S Look. Everybody is eating fish.
(Point to girl) The girl eats a little bit of fish.
(Point to father and boy)
(If necessary, help
child repeat)- - - - - - - - - - - - -They ...

R (1) ... eat (a lot, a little bit).

(5) ... eats (a lot, a little bit).
(0) Other

43. SUBJECT-VERB AGREEMENT
(/z/ ending on main verb)

S Does the boy go outside to play after dinner, or does he go to bed?
(If necessary, help
child repeat)- - - - - - - - - - - - -He ...

R (1) ... goes (outside, to bed). (s pronounced /z/)

(5) ... goes (outside, to bed). (s pronounced /s/)
(6) ... go (outside, to bed).
(7) ... goed (outside, to bed).
(8) ... went (outside, to bed).
(0) Other

Use Picture 3

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Response Sheet

Recording code: 1, 2, 3, 4 (standard); 5, 6, etc. (non-standard);
0 (other)
- If child answers with listed standard or non-standard response:_ _ _ _Record response number
- If child answers with unlisted response after second administration:_ _ Record 0

(*Number of last item on given test page)

Item \ Name						Category	**TOTALS** Count 1 point for each (1-4)
1						A	
* 2						H	
3						D	
* 4						E	
5						G	
6						J	
* 7						J	
8						C	
* 9						G	
10						J	
11						F	
*12						C	
13						I	
*14						B	
15						E	
16						F	
*17						K	
18						E	
19						H	
*20						J	
21						C	
*22						B	

Item \ Name	Continue with same students as listed for Items 1-22					Category	**TOTALS** Count 1 point for each (1-4)
23						H	
24						I	
*25						K	
26						B	
*27						E	
28						G	
*29						F	
30						D	
*31						J	
32						F	
33						A	
*34						A	
35						H	
36						J	
*37						I	
38						A	
*39						C	
40						B	
*41						D	
42						K	
*43						K	

Tester ________________________

Sheet____of____sheets

Teacher ______________Grade____

School _______________Date____

Location ______________________

MICHIGAN ORAL LANGUAGE PRODUCTIVE TEST - Structured Response

Category Sheet

USES OF BE - A

Test		Item Number				CATEGORY Total		Per-cent
Date	#	1	33	34	38	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

COMPARISON - B

Test		Item Number				CATEGORY Total		Per-cent
Date	#	14	22	26	40	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

USES OF DO - C

Test		Item Number				CATEGORY Total		Per-cent
Date	#	8	12	21	39	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

DOUBLE NEGATIVE - D

Test		Item Number			CATEGORY Total		Per-cent
Date	#	3	30	41	/15		
	1				/15	=	%
	2				/15	=	%
	3				/15	=	%
	4				/15	=	%
	5				/15	=	%
	6				/15	=	%

USES OF HAVE - E

Test		Item Number				CATEGORY Total		Per-cent
Date	#	4	15	18	27	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

PAST TENSE - F

Test		Item Number				CATEGORY Total		Per-cent
Date	#	11	16	29	32	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

The purpose of this sheet is to rearrange the Response Sheet totals into grammatical and phonological categories so that student weaknesses can be identified.

DIRECTIONS:

1. For each item, transfer the number in the Response Sheet's TOTALS columns to the appropirate category on this sheet.
2. For each category:
   - a. Add the row and enter this number in the Total column.
   - b. Compute the category percentage by dividing by the indicated number and entering it in the Percent col.*

REMEMBER: Six rows are provided in each category, one row for each of six testings through the year. Only five students are tested at each testing, one a day for a week.

*If the Response Sheet is not based on five students, refer to the formulas on the back of the Category Sheet.

PAST PARTICIPLE - G

Test		Item Number			CATEGORY Total		Per-cent
Date	#	5	9	28	/15		
	1				/15	=	%
	2				/15	=	%
	3				/15	=	%
	4				/15	=	%
	5				/15	=	%
	6				/15	=	%

SUBJECT-VERB AGREEMENT - K

Test		Item Number				CATEGORY Total		Per-cent
Date	#	17	25	42	43	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

PLURAL - H

Test		Item Number				CATEGORY Total		Per-cent
Date	#	2	19	23	35	/20		
	1					/20	=	%
	2					/20	=	%
	3					/20	=	%
	4					/20	=	%
	5					/20	=	%
	6					/20	=	%

NOTE: Following formula is for sample using more or less than 5 pupils (no. pupils = N*).

For Cat.						
A,B,C E,F H,K	Categ. Total	÷	4xN*	=	Categ. %
D,G,I	Categ. Total	÷	3xN*	=	Categ. %
J	Categ. Total	÷	6xN*	=	Categ. %

POSSESSIVE - I

Test		Item Number			CATEGORY Total		Per-cent
Date	#	13	24	37	/15		
	1				/15	=	%
	2				/15	=	%
	3				/15	=	%
	4				/15	=	%
	5				/15	=	%
	6				/15	=	%

PRONUNCIATION - J

Test		Item Number						CATEGORY Total		Per-cent
Date	#	6	7	10	20	31	36	/30		
	1							/30	=	%
	2							/30	=	%
	3							/30	=	%
	4							/30	=	%
	5							/30	=	%
	6							/30	=	%